

The BUSINESS EDUCATION WORLD

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DECEMBER

1947

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*The contest is open to all teachers, students and reporters
who have not won first place in a previous event.*

THE GREGG WRITER, 270 Madison Ave., New York 16, N. Y.

To request more information, you may wish to use the check-coupon on page 248.

The
**BUSINESS
EDUCATION
WORLD**

VOL. XXVIII No. 4

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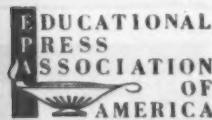
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Targets

BUSINESS educators, logically, turn to businessmen for advice. "We have students who wish to be trained for business employment," we tell the businessmen. "What are your requirements? What training do you wish us to give? You name it—we'll teach it."

When so accosted, the businessman pauses to think before replying—and what he thinks about has been handicapping business training ever since we first started asking those questions more than fifty years ago.

The employer naturally thinks of "requirements" in terms of entrance requirements. He thinks about beginners. He thinks about raw recruits. He thinks about novices. He is charitable: he limits himself to minimums.

"Well," he says after due thought, "we expect new job applicants to be able to . . ." —and he enumerates the familiar entrance requirements: the minimums.

We educators listen to him. We excitedly record what he says. We think to ourselves, "Ah, specific objectives for our courses!" We hurry back to our schools to tell our fellow teachers and our students what we have learned. We set down the requirements as objectives; and we outline pat, step-by-step courses of study for attaining them, happy that we know so precisely what and how much to teach our students.

In other words, we set our sights on the minimum entrance requirements. We have built a whole structure of vocational training and teacher training on those minimums. And all we have given our students is a mere fingernail's grasp on their careers, instead of a firm foothold. We give them an entering wedge that is blunt. We train them to start work, but not to advance in it. No wonder they have troubles!

CERTAINLY we must continue to consult and to co-operate with the businessman; no school can maintain an up-to-the-minute commercial department without knowing its market. But, when we get inside the businessman's establishment, we must do more than ask *his* requirements. We must—with his permission, of course—turn to some of the workers in his employ and ask them *their* estimates.

The businessman may tell us that he requires only 80 words a minute in shorthand or only "common knowledge" in retailing for new applicants. But, when we speak to those who have been working for him for a few months, we hear a different story!

"He says 80, but he waits until we can do 120 words a

In this issue
of the B.E.W.

Biggest chuckle of the year is the retort, "What the Business Teacher Looks for in the Administrator," prepared by a teacher in rebuttal to John N. Given's series. It is clever. It is pertinent. Every administrator should read it! See page 211.

Interested in getting a college teaching job? Well, it ought to be easy if you are interested in distributive education—says Don Beckley, page 204. If you are already teaching sales or retailing, you'll particularly enjoy Harry Bowser's review of what business is doing about its own sales-training programs, page 207.

How about a shorthand Christmas party? Ideas for games for Christmas or any other season's party, are given in an interesting article by Grace Watkins, page 226.

Like to look for the names of your friends? We have two fine lists for you to examine in this issue—when who's doing what at the big NBTA-NAACS convention (page 193) and who in which schools won what prizes in the BEW's first bookkeeping contest (page 236). Recognize any?

We've always wanted a *vox populi* column in the BEW. Now we have one! See "Letters," (page 197).

The BEW staff says,
"Merry Christmas!"

minute before he promotes us," workers report; or, "He says 'common knowledge in retailing,' but he expects us to be arithmetic giants and sales engineers within a week or two." Virtually every survey of employed graduates of high schools indicates that they have been undertrained.

In the answers of those employees who have had to dig in to hold their jobs and have had to learn most of their vocational training on the job itself, at the expense of so much worry and risk, lies the answer to the great puzzle of this decade: "Why, when we know the entrance requirements and attain them, do our students still flounder on the job, disappointing themselves, their employers, and us?"

For fifty years we've been underestimating our job as business educators. The little skill most of us had thought was enough because it met entrance requirements has proved to be not enough. We must raise our sights. We must raise our standards. We must give our students vocational training that will carry them *through*, not merely *to*, that first crucial year of employment!

Professional Report

STUDENT STATISTICS

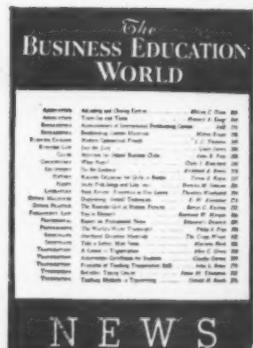
College enrollments have gained again, according to a survey conducted by the "Investors Syndicate"; and college attendance is estimated for this year as higher than 2,315,000 students. Of these, 70 per cent are men—a contrast with the normal prewar figure of 61 per cent.

College expenses are up, too: Whereas the average student required \$608 a year in 1939, it is estimated that he will require more than \$860 this year. Although most college officials do not want students to work (so say 76 per cent), 71 per cent of the colleges report that jobs for those students who want them are available.

College veterans, for the first time, outnumber non-G.I.'s, 52.1 per cent of all students enrolled in college, the survey indicates, were formerly in the military service.

High school veterans, however, are appearing in fewer numbers in the nation's secondary schools. In New York City, for example, veterans coming back to high school day classes are 80 per cent fewer than in last September, and the attendance at evening classes is only half last year's enrollment.

Business college veterans, like veterans in high school, are dwindling in proportion. C. W. WOODWARD, president of the College of Commerce, of Burlington, Iowa, and executive secre-



NEWS

tary of the American Association of Commercial Colleges, reports two surprises in his own school: "First, that our attendance enrollment is 50 per cent above last year; and, second, that 80 per cent of our fall enrollment is civilian students and only about 20 per cent G.I.'s. Last year, it was approximately the same figures reversed."

Mr. Woodward asks a good question: "Can it be that the tide has already turned—that the peak of G.I. enrollments has already been attained—or can it be that G.I.'s are making the most of their opportunities to add to their bank accounts while there are so many opportunities for employment?"

AFTER RAISES, WHAT ELSE?

Phi Delta Kappa (graduate schoolmen's group) members at the University of Pittsburgh were recently asked, "Now that teachers have received increases in salary, what else ought to be done to improve teacher morale?"

School administrators in the group suggested, in part: more democratic administration of schools; a more liberal retirement plan; still higher salaries; less newspaper talk about salaries and more talk about teaching and education itself; lighter teaching loads; subsidized in-service training; and a full-calendar school year.

Teachers in the group indorsed the plea for more democratic administration and also suggested: increases for experienced teachers and smaller classes.

Writing in *The Public and Education* (an NEA publication) last October, MALVINA LINDSAY summarized her response to the same question by saying, "Better pay, of course, is the first answer," and went on to declare:

Take the long-suffered stigma of "Old Maid's Calling" from teaching by abolishing all barriers against married teachers. . . .

Make school boards more alive and progressive—put on them men and women who are younger, at least mentally, than the solid citizen. . . .

Make school buildings more attractive and cheerful—do something about the dismal one-room country schoolhouses that dot the American landscape as bleak symbols of human loneliness. . . .

Take stock to see if small-town or neighborhood clannishness is making teachers feel like outsiders. . . .

Respect teachers' leisure, and guarantee them freedom from heavy loads of outside activity. . . .

Encourage appreciation of teachers, and encourage men to go in. . . .

Discourage young women who hate teaching. . . .

MIMEOGRAPHING GROWS

Signs of the growth of business education: The A. B. Dick Company, manufacturers of Mimeograph brand products for stencil duplication, broke ground October 13 for their new, modern plant in the village of Niles, northwest of Chicago's city limits. The company expects new manufacturing efficiencies to result in added A. B. Dick services.

[Speaking of Mimeograph, did you know that the word applies to one brand of products and should *not* be used to name the duplicating process? It is to the credit of A. B. Dick

Out of the B.E.W. 25 years ago

Flashbacks from the Christmas issue of the *American Shorthand Teacher*, forerunner of your BEW 25 years ago:

• • •

"Colleges have had an undue influence in the development of secondary education," said Doctor Herrick, president of Girard College. Even then, speakers were using past tense!

• • •

"If teachers would spend time telling their (typing) students what to do instead of what not to do, a lot of time would be saved," wrote Edna L. Kelley.

• • •

In Pittsburgh, Duff's College, Iron City College, and the Martin Shorthand School consolidated and moved into a new home with 16 classrooms . . . ample cloak rooms . . . lavatories on each floor . . . commercial museum . . . auditorium . . . dining rooms and kitchen . . . and a special provision for keeping the school sanitary; refrigerators and hygienic cupboards for keeping the lunches students bring. "Parking space is provided for students' motorcycles."

• • •

Ira Blossom, a prominent businessman of Grand Rapids, addressed the Commercial section of the Michigan State Teachers Association. Subject: "What the Businessman Expects of Business Education." (Oh!)

• • •

And, of course, "Season's Greetings," just as in 1947!



These dictation materials are counted in units of 20 standard words.

Correspondence and the Law

LEO T. PARKER

As condensed, in The Advertiser's Digest, from Industrial Marketing

RECENTLY, we received a letter which read, in part:

"Not long ago I wrote a letter, in my capacity¹ as sales manager, to a manufacturer, offering to purchase a quantity of merchandise. A new² stenographer, through error, wrote '2,000' instead of '200' and I did not notice and correct this error.³ Also the stenographer failed to include the usual 'Sales Manager' after my signature.

"I discovered these errors in a few days and immediately wrote to the manufacturer correcting this error⁴ to '200.' But before this letter reached the manufacturer he mailed a letter and 'accepted' the⁵ order. Now, I am forced into a lawsuit because my employer refused to accept the '2,000'⁶ quantity⁷ of merchandise and the manufacturer says I am liable to him because I did not sign my⁸ signature as sales manager. How do I stand in this suit?"

The answer involves considerable legal complications⁹ based, however, upon well-established law. Briefly, this sales manager is personally liable¹⁰ on this contract for four distinct reasons: First, because he signed the letter as an individual and not as¹¹ an employee or representative; second, he is responsible for errors of which the manufacturer¹² had no notification; third, the letter written by the sales manager was mailed *after* the manufacturer¹³ mailed his letter of acceptance; and fourth, the instant the manufacturer mailed his letter of acceptance¹⁴ a valid contract existed between the sales manager and the manufacturer.

A review of late¹⁵ and leading higher court decisions discloses that all employees are relieved of all risk of personal¹⁶ liability on letters and contracts signed with proper authority of the employer provided: (1) The¹⁷ name of the employer appears in the body of the contract; (2) The word "by," "for," or "per" precedes the employee's¹⁸ signature; (3) The word "agent" follows his signature; and (4) The employer's name precedes the agent's¹⁹ signature. A good valid form is:

The White Company
By John Doe
Sales Manager

The law is well established that²⁰ when a letter properly addressed is deposited in a Government post-office or letter box, the legal²¹ presumption is that the letter is received at that instant by the addressee. Obviously, the sender²² of a letter may have considerable difficulty in proving exactly when a letter was mailed.

Modern²³ higher courts consistently hold that a valid and enforceable contract never is made un-

til one party²⁴ submits an offer which the other party *unconditionally* accepts. Thus, an offer made in a letter²⁵ by a seller must be accepted by the purchaser unequivocally, otherwise no enforceable²⁶ contract exists.

In the event, for example, a purchaser changes his mind and decides to cancel an order,²⁷ he may do so *providing* he *mails* a letter of cancellation *before* the seller *mails* a letter of²⁸ unconditional acceptance. But, the law with respect to telegrams is different.

If you mail a letter²⁹ before you receive a telegram, the letter has precedence.

From the standpoint of correspondence, there are two³⁰ important classifications of contracts; namely, written and verbal.

Certain kinds of contracts are *not* valid³¹ unless in writing.

For example, a contract relating to the sale of real estate; to long term leases³² of real property; and to the sale of certain kinds of chattels, must be in writing, otherwise the contract³³ is void. Moreover, a contract by which a person or company guarantees the account of another or³⁴ guarantees the performance of any agreement is required by law to be in writing.

The content of a³⁵ written letter speaks for itself, but the obligations of a verbal agreement must be proved to the court by³⁶ clear testimony.

The word "writing" in law not only means words traced with a pen or stamped, but printed or engraved³⁷ or made legible by any other device.

One higher court held a signature valid which was affixed with³⁸ a typewriter.

Modern courts consistently hold that any signature is valid if the court decides that when³⁹ the signature was made the signer intended to be obligated.

An oral or verbal contract that cannot⁴⁰ be performed within a year is void. According to a late higher court decision, a void oral contract⁴¹ may be rendered valid by correspondence.

The same result may be accomplished if an employer approves in⁴² writing a verbal contract made by a salesman. Also, any act by a contracting party which indicates⁴³ his "intention" to make a valid contract is binding, if the contract is not unlawful.

Still another⁴⁴ important point of law is that under no circumstances may an ordinary salesman vary or change his⁴⁵ employer's contract.

Unless an employee is authorized expressly or impliedly to make valid contracts⁴⁶ for his employer, he cannot obligate his employer, and, fur-

thermore, he cannot by correspondence⁴⁷ invalidate a clause in a sales contract which states that all guarantees of the merchandise are contained in the written⁴⁸ contract.

A seller may write any statement, and so may the purchaser, but such statement does not, under any⁴⁹ circumstances, comprise a part of the contract unless the other party to the contract acknowledges⁵⁰ the statement and does nothing, nor makes any statement, contradictory to the statement.

On the other hand, it⁵¹ is well to explain that "silence" of either a seller or buyer may constitute an element of fraud, which⁵² entitles the other party to rescind the contract.

For example, assume that a buyer is not familiar⁵³ with a machine which has a defect not capable of being noticed or observed by the purchaser. The⁵⁴ law expects the seller to point out to this buyer the defective condition. If the seller is silent with⁵⁵ regard to it, he practices fraud on the purchaser.

The only clause in a sales contract that will eliminate⁵⁶ responsibility of the seller for fraud, under these circumstances, is that the buyer signs a contract⁵⁷ that the seller makes no implied or expressed guarantee. If this clause is inserted in the contract, the buyer⁵⁸ is "put" on his guard. (1164)

Hat-in-the-Ring . . . Rickenbacker

NICHOLS FIELD WILSON
In "Adventures in Business"

HAT-IN-THE-RING, Eddie Rickenbacker, daredevil racing driver, greatest World War I ace, and Eastern Air Lines⁵⁹ president—is a solid man of affairs.

Once glamour boy of the A.E.F., sporting a chest full of campaign² ribbons, Captain Eddie is still a hero to Americans. Youngsters and old-timers write him weekly. And bankers³ lend him money without a worry. Captain Eddie is nobody's push-button executive. He's an⁴ American businessman who works and worries harder than any of his hundreds of employees. For Eddie, the⁵ hard way is the sure way. As a sickly, spindly kid no one expected him to make it.

"That kid isn't for this⁶ world," said Eddie's first boss. Eddie was then working the twelve-hour shift in a glass factory in Columbus, Ohio,⁷ for \$3.50 a week. It was 1902 and Eddie was twelve—helping support his⁸ widowed mother. But Eddie did make it!

He made it a rung at a time. He worked in a brewery, steel mill, shoe⁹ factory, railroad shops. Pennies mattered—but Eddie had found a goal. Motors. The horseless-carriage had arrived—and Eddie¹⁰ had learned to drive.

For months he tried to get a job with an auto factory. The boss said, "No!" So Eddie showed¹¹ up one early morning and began sweeping floors—pay or no pay! He was hired.

Speed sold automobiles in those days,¹² so Eddie took to the race track—driving with a "heavy foot." In no time, he was a "money driver"—

earned forty¹³ thousand dollars his first year on the track. Known as a daredevil driver, Eddie was assigned to General Pershing,¹⁴ as chauffeur, as soon as he enlisted. Later, assigned to the A.E.F. flight school, he agreed to boss the¹⁵ machine shops provided he be given a chance to fly.

Eddie received twenty-five hours' instruction and took off¹⁶ after Huns. Once he attacked seven enemy aircraft single-handed, bringing down two. But Rickenbacker never¹⁷ took chances. A genius with motors—he got one hundred thirty hours' flying time from his plane, where mechanics¹⁸ barely squeezed seventy hours from others. Eddie, already a war ace, was his own best mechanic.

Eddie¹⁹ came back a hero—and America lavished praise, honors, medals, and one million dollars worth of jobs to choose²⁰ from. Eddie borrowed a poke, bought a second-hand Model T, a rifle, and disappeared into the Arizona²¹ mountains. He needed time to think—to adjust. He emerged a businessman—with lessons yet to be learned.

First came²² the Rickenbacker in 1920—"A Car Worthy of Its Name." Somewhere it backfired—was a flop! Captain²³ Eddie owed two hundred thousand dollars. Then, after a series of jobs, he became general manager²⁴ of Eastern Air Lines. That's when Captain Eddie froze himself to the corporate controls and zoomed his company sky²⁵ high in the air transport business. The old "heavy foot," the driver who always "finished in the money," was again²⁶ in the cockpit.

Air lines competed fiercely. So did Captain Eddie. He drove himself unmercifully day and²⁷ night, and built an air line which is a model of efficiency. Doing things the hard way was old stuff to Eddie.²⁸

Even today, "Rick" is regarded as "a tough guy"—a man to be respected. Insignificant details never²⁹ escape him, although he's president of a company whose assets total many millions.

Captain Eddie³⁰ Rickenbacker is a symbol of a self-made man. His story eloquently illustrates the opportunities³¹ available to Americans. He stands forth as a leader of men—a man whose words are born of bitter³² experience and much wisdom.

In a recent speech he said, ". . . Let us unite in working with a will for the³³ American Way. Let us do it in the manner of the immigrants who came to America not to take, but³⁴ to enrich, its blessings. We can do that by working with our hands, our heads, and our hearts." (695)

• • •

"STRIP a man of his tools and he becomes a savage. Take away his reaper and he becomes a hunter of game;¹ take away his gunpowder and he becomes a serf, owned by a baron. Nor is it otherwise in the realm of² wisdom. Strip a man of his books and papers, and he becomes a mere slave, ignorant of his own resources,³ ignorant of his own rights and opportunities. . . . The man who dislikes books can never be entirely happy, and⁴ he who loves a good book can never be wholly miserable."—Newell Dwight Hillis (95)

• • •

OUR BUSINESS IN LIFE is not to get ahead of others, but to get ahead of ourselves—to break our own records,⁵ to outstrip our yesterdays by our today, to do our work with more force than ever before.—Stewart B. Johnson (40)



Your students can increase their skill by reading these materials

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Seven

Dear Mr. Carter:

Thank you for the order for the *Standard Clinton fountain pens* which you placed with our representative¹ a few days ago.

We have learned from the manager of the factory in Austin that we will receive² a large shipment at an early date. You may be sure that when this shipment is obtained you will be notified, and³ that your *Standard Clinton fountain pens* will be shipped to you a few days later.

These fountain pens are guaranteed for⁴ a lifetime. If any damage occurs to them, they will be repaired free, but a small service charge must be made for⁵ handling and mailing.

We are sorry to inform you that the *Expert* model, about which you inquire, was discontinued⁶ several months ago. We agree with you that it is a wonderful and useful fountain pen. Our research⁷ men spent many discouraging years in attaining its perfection. But, as only court reporters appeared⁸ to value its merits, it was not worth our while to continue to make a fountain pen which requires such careful⁹ and expert work in its production. Our research men maintain that the *Modern*, with a *Clinton point inserted*, will¹⁰ perform for as long a period, and as well, as the *Expert*.

We hope to hear from you again at any time¹¹ when we can be of further service to you.

Yours truly, (230)

Dear Sir:

Now that the cold weather has come and the thermometer is beginning to fall, you, like hundreds of other¹ smart and alert car owners, are getting ready for those long journeys your business requires you to make to the² north or across the continent. You may find yourself in need of certain useful items—perhaps grille guards, a *Modern*³ flashlight, or skid chains. Whatever you want, remember that we stand ready to serve you. If we cannot furnish⁴ an item immediately, we will obtain it for you a few days after we receive the order.

Yours truly, (100)

For Use with Chapter Eight

Gentlemen:

We have your letter requesting our advice as to the latest motor truck equipment best adapted¹ to hauling tremendous loads of ore downhill over fair roads. It is out of the question for us to recommend² or to give advice concerning the selecting of particular equipment when we know so little about³

the exact facts of your problem. At best, we can only make general recommendations.

Strict tests recently⁴ conducted by the *Diamond Company* show that with the biggest trucks you have the least cost per ton mile. On⁵ the other hand, it must be admitted that, unless the roads are tremendously improved, they may not stand up under⁶ the constant pounding of the largest trucks during certain parts of the year. We are of the opinion that the⁷ smaller-sized truck, with trailer, would give you an admirably flexible arrangement, and the constant pounding on⁸ the roads would not be as harmful.

We advise you to submit your problems to the *Diamond Company*. Needless⁹ to say, they are in a position to study the facts and conduct exact tests on the ground, and then make suitable¹⁰ recommendations.

Yours very truly, (208)

Dear Miss West:

The latest patterns in fashionable suits have just come in, and from past experience we can¹ honestly say that the demand will be so tremendous that they will not last long. Therefore, we advise you to visit² our *Student Shop* at your earliest opportunity.

Incidentally, this shop is one of the largest and finest stores in Ulster County that caters to student needs. Our prices are modest, and the quality of our⁴ clothing is of the best. Prudent shoppers seeking the best quality at the lowest cost can safely buy from us.⁵ Such shoppers constantly express their admiration for our smart suits and dresses, and earnestly recommend that⁶ their friends purchase here.

Come in and look over our stock.

Very sincerely yours, (134)

For Use with Chapter Nine

Dear Sir:

Your letter requesting that we send you the original lading bill covering our f.o.b. freight¹ shipment of November 6 indicates that you desire to put in a claim against the railroad company for² damages. Our corporation has established a special division for the convenience and benefit of³ our customers for handling claims against the railroads. As a regular customer you are entitled to the⁴ legal advice and services offered by this division. If you will send us the original freight bill with⁵ a notation of the damages, signed by the railroad agent, and, in addition, specify the number of⁶ crates shipped, we will proceed to put in a claim for you.

We are taking the *liberty* of offering our services¹ in this way, as numerous customers appreciate having the aid and *cooperation* of the² capable and experienced adjusters provided by our corporation, in presenting their claims. If, however,³ you decide to *proceed* with this matter yourself, we shall be glad to furnish you with the original lading¹⁰ bill and any additional information you may require.

Yours very truly, (215)

Dear Friend:

I am anxious to establish contact with the ambitious students who made such brilliant showings in the¹ National Union Oratory Contest. You may have heard that the *Liberty Association*, whose original² policy was to admit only those participating in the national finals, is now extending³ the privilege of joining to those capable individuals who made brilliant records in the⁴ preliminary state contests.

The plan of organization provides that those who participated in former and⁵ present contests be invited to become permanent members.

The object of the *Association* is to⁶ promote pleasant and friendly relations among the members in different parts of the U. S. A.

Although the⁷ *Association* will be essentially informal in character, you will find it decidedly to your⁸ benefit to become a member.

Very truly yours, (170)

Transcription Practice

Dear Mr. Prince:

The attached brochure, "The Lumber Industries Blaze New Trails," has been prepared for the information¹ of executives, plant superintendents, chemical engineers, structural engineers, and others in the² woodworking, wood chemistry, and building industries.

It is an announcement to you of the Wood Products Development³ and Wood Derivative Chemistry facilities of the Fenton Engineering Company. It gives⁴ a new appraisal of the importance of wood and its by-products and derivatives to all industry.

If⁵ you have problems in respect to the physical, mechanical, or chemical properties of wood, the technical staff of the Fenton Engineering Company may be of assistance. If its own facilities will not⁶ solve your problem, it will help you in locating sources that can.

Consultations at our Philadelphia office⁷ may be made by appointment, and without obligation on your part. You are cordially invited to write⁸ us stating your problem.

Respectfully yours, (188)

Dear Mr. Hanson:

When you are working in your yard or garden, driving in the country, or off for a vacation,¹ what of the trees that line your way? Do you know them by name, by their characteristic poses, the way they hold² their heads or carry their branching arms, the pattern of their dress in summer and in winter? You are missing a lot³ that is good in life if you do not know the many tree friends that

surround you. So, as their emissaries, we come⁴ asking you to let us help you and trees get better acquainted.

First, we want to send you a special introduction⁵ to them, in the form of a handsome book.

Second, we want to send you each month our richly illustrated⁶ magazine, "Forests of the United States."

Third, we want to serve as your information bureau answering any⁷ questions you may have about trees.

These services come to you with membership in The United States Association⁸ of Forests. We, therefore, invite you to join us. The enclosed card lists the different grades of memberships.

Yours⁹ truly, (181)

Actual Business Letters

Mr. Victor Pierce, 777 Green Avenue, Albany 4, New York. Dear Mr. Pierce:¹

When a letter is received, the distance between success and failure is the distance between recipient and² wastebasket—about two feet.

One way to reduce this hazard—one way to increase the certainty that your letters³ stay on the desk and out of the basket—is to have a well-designed letterhead on a good bond paper. Experience⁴ shows that the combination of a good letterhead and a good letterhead paper earns readership for⁵ your letters and respect for what you say.

Such a paper is Justrite Bond, in whitest white or any of its clear,⁶ clean colors. Used for years by thousands of firms, its need is greater today than ever, because today every⁷ business wants its important business-building letters to avoid that deadly two-foot drop.

The next time you order⁸ your letterhead paper, specify Justrite Bond and thus make doubly sure that your letters get across—not a toss!⁹

Cordially yours, (183)

Mr. Louis Cooper, 321 Crescent Street, Seattle 16, Washington. Dear Mr. Cooper:¹

What is the best paper on the market today?

In normal times the man who specified the paper used in his² business knew all about paper, but changes have been forced upon the paper industry which, although they haven't³ been to the liking of the industry, have made it impossible to offer all the types of paper it used⁴ to. It has even been difficult to maintain the same characteristics in the basic standard sheets. Such things⁵ are difficult to keep track of. Even our own men must study paper constantly, to keep themselves up to date.⁶

We'd like you to give us an opportunity to consult with you from time to time, with an aim toward helping us⁷ serve you better and toward helping you buy the best paper in today's market for your needs.

Very sincerely yours, (160)

In Praise of Books

BOOKS are the true levellers. They give to all who faithfully use them the society, the spiritual presence¹ of the best and greatest of our race.—Lord Channing (29)



These dictation materials are counted in units of 20 standard words.

Conquer Your Fears

From The
"Friendly Adventurer"

A FEW SUMMERS AGO, while crossing the Straits of Mackinac on the ferry boat, I stood on the top deck and watched¹ the gulls being fed scraps of food by the other passengers. At first, the gulls would not come too near the boat, but would² pick the food off the surface of the water or snatch it in mid-air after it had been tossed out to them. Then, as³ they grew bolder, they zoomed in over the very deck to make passes at the food as it was held out invitingly.⁴ Finally, they summoned all their courage, and, hovering in the air over our very heads, took the food from⁵ our extended hands.

Thus did the gulls conquer their fear of man. In everyday life, we, too, are faced with similar⁶ situations, in which we are forced to conquer feelings of fear or dread. How many times have we backed down in⁷ the face of such fears? Or, like the gulls, how many times have we conquered them so that we might attain the goal we wanted?⁸

The answer is too often found on the wrong side of the ledger, I'm afraid. But think back, isn't it true that⁹ jobs you dreaded the most turned out to be the easiest, once you tackled them? They looked big, but they fell quickly. Valor¹⁰ often proved to be the better part of discretion.

Take a page from the gull's book. The next time your dread of something¹¹ threatens to stop you, conquer it, then go ahead. You may be surprised to find how groundless your fears really¹² were!—Donald Anderson (244)

The Price of Progress

YOU ARE AMBITIOUS. You want to get ahead. What are you going to do about it? Are you going to trust to¹ luck? Are you expecting to be pushed up the ladder of success—or do you mean to climb? Some folks are lucky—things² are fortunately arranged for them and they are pushed along. It doesn't happen often. Most people have to climb,³ and if you are one of those it should encourage you to know that a good climber is sure to win.

When you get into⁴ business are you going to hustle for advancement? Right now get this idea fixed in your mind and don't let⁵ go of it—your progress will depend on how quickly and how well you prepare yourself for advancement.

The business⁶ of the school is to get you ready to begin—that is all it can do. Don't lose sight of this fact.

The purpose of⁷ business is production, not training. With the training the school gives you, you get started—but after that it is up⁸ to you to secure, by your own efforts, the further training that will insure your progress.

You are going to start⁹ as a stenographer. Your first and plainest job is to make yourself so good a stenographer that you will be¹⁰ able to handle the best stenographic position going. You cannot do this unless you keep up your study¹¹ and practice after you finish your school course. Make up your mind right now not to stop studying when you leave school;¹² not to be satisfied with the practice you get in your day's work at the office—very few positions give one¹³ enough shorthand practice to insure the development of a high degree of skill. Get extra practice and you¹⁴ will find yourself going ahead of the other stenographers in the office in a way that will surprise them¹⁵ and you.

The big businessman wants an expert stenographer—he has not the time to spend on the mediocre¹⁶ kind. If you want to work for the big man, you should determine to make yourself competent to do his work. That is¹⁷ the price of progress. (344)

An Invitation for the Holidays

(Junior O.G.A. Test for November)

Dear Ned:

We are having turkey and all the luscious foods of which you dream, for the holidays, and I should like it¹ very much if you could come up. Bring old shoes that you enjoy walking in, and an old coat that will not cause you any² regrets if it becomes soiled.

Do not wait for Sue. She is not sure of being here, because a friend has asked her³ to go home with her. That dog of yours might like a tramp in the snow; so bring him if you want to do so.

But do not⁴ fail me, because I am looking for you.

Ben (88)

World of Shoes

(November O.G.A. Membership Test)

WE ARE STARTING OUT this morning on a new sort of travel. We shall imagine that each of us has drawn on¹ a pair of boots like those of the giant in the fairy tale, which enabled him to make seven leagues at one step. Only our boots are more wonderful still, for they will enable us to go at a jump from continent to continent² and tramp over the oceans to encompass the whole world in the space of one morning. We wish to learn about³ the footwear of many different nations, and to see some of the odd boots and shoes of far-away lands. Later⁴ we shall return and investigate the shoe industry in our country. (113)

(Ten cents should accompany these tests for O.G.A. Certificates; 25 cents for Emblem Pin; 35 cents for both.)

See the model plates in *The Gregg Writer*.

By Wits and Wags



"I hear they might replace us with a jar of mucilage."

AT THE MOTOR SHOW the salesman was endeavoring to interest a girl in a smart little two-seater on the stand. "Has it got every modern improvement?" she inquired.

"Everything, madam," he responded gallantly; "the only thing it lacks is a beautiful owner."

He sold it.

SALESMAN: These stockings are the very latest patterns, fast colors, hole-proof, won't shrink, priced far lower than elsewhere, and a very good yarn.

Co-ed: Yes, and you tell it well.

TEACHER: Tell me what you know about the Caucasian race, Johnny.

Johnny: I wasn't there. I went to the football game instead.

A LITTLE FELLOW was on a visit to his uncle and grandfather.

"Uncle," he said, after his grandfather had left the room, "how old is grandpa?"

"I couldn't tell you," answered his uncle, "without looking it up in the family Bible."

"Oh!" gasped the child. "Is he old enough to be mentioned in the Bible?"

PROFESSOR: This examination will be conducted on the honor system. Please take seats three apart and in alternate rows.

PAT was commanded to yield his money or his life.

"Take me life," he said to the highwayman. "I'm saving me money for me old age."

JUNIOR: I owe all I have to one woman.

Sophomore: Your mother?

Junior: No, my landlady.

Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of
August 24, 1912, and March 3, 1933

Of THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1947.
County of New York {
State of New York }

ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York 16, N. Y.; Managing Editor, Alan C. Lloyd, 270 Madison Avenue, New York 16, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York 16, N. Y.

2. That the owner is:

The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; John Robert Gregg, President, 270 Madison Avenue, New York 16, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York 16, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago 2, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs, next above, giving the names of the owners, stockholders and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Guy S. Fry, Business Manager.

Sworn to and subscribed before me this 1st day of October, 1947. (Seal.) Margaret E. Zeberle. (Commission expires March 30, 1949.)



ON THE LOOKOUT

A. A. BOWLE

11 Weldon Roberts Rubber Company announces the return of the Hexo-Cleaner 1010 from the war. The 1010 is made of soft, pliable pink rubber; is hexagonal in cross section, the unusual shape contributing sharp ends and edges for erasing line work and the broad sides for erasing and cleaning surfaces.

12 Booth Industries announce a File-Bloc—a small, inexpensive device "for improving letter and document files." Two File-Blocs are placed in front of the drawer and two ahead of the followers—if the file is a vertical one—which permits holding the file contents at an angle, causing the tops to fan like a book. The Blocs are made of cadmium-plated steel.

13 Liquid-filled lens—ever heard of one? Aqua-Lens Corporation claims that its Aqua-Lens is a sensational new lens, a revolutionary invention and unique. Nothing like it. A specially processed chemical is placed between high tempered lenses, resulting in a magnifying glass of great power. "Science has proved the reading range of the normal eye to be 3 to 4 inches, and Aqua-Lens is 4 inches in diameter and, therefore, covers this range perfectly," they say.

A. A. Bowle November, 1947
The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

11, 12, 13, 14, 15, 16

Name
Address

- 14** A new dip-type desk set, in which capillary action is called into play to allow the pen to draw on a constant supply of fresh ink, is offered by Sengbusch Self-Closing Inkstand Company. The construction eliminates the customary large, shallow-dip compartments, the manufacturers point out.

- 15** A new wheel-type file, Spin-Dex, accommodating approximately 6,000 cards of standard size, is now offered by Business Efficiency Aids. Features of the new rotary-type unit are declared to include "no slot, no hooks, no special guides." The regular cards and guides can be used by dropping them in the Spin-Dex unit. (Shown below)



- 16** The B. T. Company announces that the Mite postal scale is back again with new refinements, one of which is the three-color dial for bringing prewar scales up to date. Capacity of the scale is one pound, calibrated in ounces. Rates for all regular mail and parcel post up to one pound are indicated.

I would also like to know more about:

- Burrough's business machines(front cover)
 - Esterbrook's shorthand pens(page i)
 - Remington Rand's practice filing sets.....(page ii)
 - Gregg Typing for Colleges*(page 129)
 - Gregg's Retailing*(page 130)
 - A. B. Dick's mimeograph machine.....(page 133)
 - Gregg's Essentials of American Business Law*(back cover)
 - The Adjustable Typing Desk.....(back cover)

The BUSINESS EDUCATION WORLD

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Targets

BUSINESS educators, logically, turn to businessmen for advice. "We have students who wish to be trained for business employment," we tell the businessmen. "What are your requirements? What training do you wish us to give? You name it—we'll teach it."

When so accosted, the businessman pauses to think before replying—and what he thinks about has been handicapping business training ever since we first started asking those questions more than fifty years ago.

The employer naturally thinks of "requirements" in terms of entrance requirements. He thinks about beginners. He thinks about raw recruits. He thinks about novices. He is charitable: he limits himself to minimums.

"Well," he says after due thought, "we expect new job applicants to be able to . . ."—and he enumerates the familiar entrance requirements: the minimums.

We educators listen to him. We excitedly record what he says. We think to ourselves, "Ah, specific objectives for our courses!" We hurry back to our schools to tell our fellow teachers and our students what we have learned. We set down the requirements as objectives; and we outline pat, step-by-step courses of study for attaining them, happy that we know so precisely what and how much to teach our students.

In other words, we set our sights on the minimum entrance requirements. We have built a whole structure of vocational training and teacher training on those minimums. And all we have given our students is a mere fingernail's grasp on their careers, instead of a firm foothold. We give them an entering wedge that is blunt. We train them to start work, but not to advance in it. No wonder they have troubles!

CERTAINLY we must continue to consult and to co-operate with the businessman; no school can maintain an up-to-the-minute commercial department without knowing its market. But, when we get inside the businessman's establishment, we must do more than ask *his* requirements. We must—with his permission, of course—turn to some of the workers in his employ and ask them *their* estimates.

The businessman may tell us that he requires only 80 words a minute in shorthand or only "common knowledge" in retailing for new applicants. But, when we speak to those who have been working for him for a few months, we hear a different story!

"He says 80, but he waits until we can do 120 words a

In this issue of the B.E.W.

Biggest chuckle of the year is the retort, "What the Business Teacher Looks for in the Administrator," prepared by a teacher in rebuttal to John N. Given's series. It is clever. It is pertinent. Every administrator should read it! See page 211.

• • •

Interested in getting a college teaching job? Well, it ought to be easy if you are interested in distributive education—says Don Beckley, page 204. If you are already teaching sales or retailing, you'll particularly enjoy Harry Bowser's review of what business is doing about its own sales-training programs, page 207.

• • •

How about a shorthand Christmas party? Ideas for games for Christmas or any other season's party, are given in an interesting article by Grace Watkins, page 226.

• • •

Like to look for the names of your friends? We have two fine lists for you to examine in this issue—when who's doing what at the big NBTA-NAACS convention (page 193) and who in which schools won what prizes in the BEW's first bookkeeping contest (page 236). Recognize any?

• • •

We've always wanted a *vox populi* column in the BEW. Now we have one! See "Letters," (page 197).

• • •

The BEW staff says,
"Merry Christmas!"

minute before he promotes us," workers report; or, "He says 'common knowledge in retailing,' but he expects us to be arithmetic giants and sales engineers within a week or two." Virtually every survey of employed graduates of high schools indicates that they have been undertrained.

In the answers of those employees who have had to dig in to hold their jobs and have had to learn most of their vocational training on the job itself, at the expense of so much worry and risk, lies the answer to the great puzzle of this decade: "Why, when we know the entrance requirements and attain them, do our students still flounder on the job, disappointing themselves, their employers, and us?"

For fifty years we've been underestimating our job as business educators. The little skill most of us had thought was enough because it met entrance requirements has proved to be not enough. We must raise our sights. We must raise our standards. We must give our students vocational training that will carry them *through*, not merely *to*, that first crucial year of employment!

Professional Report

STUDENT STATISTICS

College enrollments have gained again, according to a survey conducted by the "Investors Syndicate"; and college attendance is estimated for this year as higher than 2,315,000 students. Of these, 70 per cent are men—a contrast with the normal prewar figure of 61 per cent.

College expenses are up, too: Whereas the average student required \$608 a year in 1939, it is estimated that he will require more than \$860 this year. Although most college officials do not want students to work (so say 76 per cent), 71 per cent of the colleges report that jobs for those students who want them are available.

College veterans, for the first time, outnumber non-G.I.'s; 52.1 per cent of all students enrolled in college, the survey indicates, were formerly in the military service.

High school veterans, however, are appearing in fewer numbers in the nation's secondary schools. In New York City, for example, veterans coming back to high school day classes are 80 per cent fewer than in last September, and the attendance at evening classes is only half last year's enrollment.

Business college veterans, like veterans in high school, are dwindling in proportion. C. W. WOODWARD, president of the College of Commerce, of Burlington, Iowa, and executive secre-



N E W S

ary of the American Association of Commercial Colleges, reports two surprises in his own school: "First, that our attendance enrollment is 50 per cent above last year; and, second, that 80 per cent of our fall enrollment is civilian students and only about 20 per cent G.I.'s. Last year, it was approximately the same figures reversed."

Mr. Woodward asks a good question: "Can it be that the tide has already turned—that the peak of G.I. enrollments has already been attained—or can it be that G.I.'s are making the most of their opportunities to add to their bank accounts while there are so many opportunities for employment?"

AFTER RAISES, WHAT ELSE?

Phi Delta Kappa (graduate schoolmen's group) members at the University of Pittsburgh were recently asked, "Now that teachers have received increases in salary, what else ought to be done to improve teacher morale?"

School administrators in the group suggested, in part: more democratic administration of schools; a more liberal retirement plan; still higher salaries; less newspaper talk about salaries and more talk about teaching and education itself; lighter teaching loads; subsidized in-service training; and a full-calendar school year.

Teachers in the group indorsed the plea for more democratic administration and also suggested: increases for experienced teachers and smaller classes.

Writing in *The Public and Education* (an NEA publication) last October, MALVINA LINDSAY summarized her response to the same question by saying, "Better pay, of course, is the first answer," and went on to declare:

Take the long-suffered stigma of "Old Maid's Calling" from teaching by abolishing all barriers against married teachers. . . .

Make school boards more alive and progressive—put on them men and women who are younger, at least mentally, than the solid citizen. . . .

Make school buildings more attractive and cheerful—do something about the dismal one-room country schoolhouses that dot the American landscape as bleak symbols of human loneliness. . . .

Take stock to see if small-town or neighborhood clannishness is making teachers feel like outsiders. . . .

Respect teachers' leisure, and guarantee them freedom from heavy loads of outside activity. . . .

Encourage appreciation of teachers, and encourage men to go in. . . .

Discourage young women who hate teaching. . . .

MIMEOGRAPHING GROWS

Signs of the growth of business education: The A. B. Dick Company, manufacturers of Mimeograph brand products for stencil duplication, broke ground October 13 for their new, modern plant in the village of Niles, northwest of Chicago's city limits. The company expects new manufacturing efficiencies to result in added A. B. Dick services.

[Speaking of Mimeograph, did you know that the word applies to one brand of products and should *not* be used to name the duplicating process? It is to the credit of A. B. Dick

Out of the B.E.W. 25 years ago

Flashbacks from the Christmas issue of the *American Shorthand Teacher*, forerunner of your BEW 25 years ago:

• • •

"Colleges have had an undue influence in the development of secondary education," said Doctor Herrick, president of Girard College. Even then, speakers were using past tense!

• • •

"If teachers would spend time telling their (typing) students what to do instead of what not to do, a lot of time would be saved," wrote Edna L. Kelley.

• • •

In Pittsburgh, Duff's College, Iron City College, and the Martin Shorthand School consolidated and moved into a new home with 16 classrooms . . . ample cloak rooms . . . lavatories on each floor . . . commercial museum . . . auditorium . . . dining rooms and kitchen . . . and a special provision for keeping the school sanitary; refrigerators and hygienic cupboards for keeping the lunches students bring. "Parking space is provided for students' motorcycles."

• • •

Ira Blossom, a prominent businessman of Grand Rapids, addressed the Commercial section of the Michigan State Teachers Association. Subject: "What the Businessman Expects of Business Education." (Oh!)

• • •

And, of course, "Season's Greetings," just as in 1947!

Professional Report (continued)

that the word "Mimeograph" has become a verb in our language. In print, however, to protect A. B. Dick's copyright on the name, the word cannot be used except to identify the brand. Authors cannot write such statements as, "Have the class mimeograph extra copies."—Editor]

COLLEGIATE APPOINTMENTS

MARIE YOUNG MARTIN, from Los Angeles Metropolitan School of Business, to the post of registrar at the new Los Angeles State College. . . . DR. J. DEWBERRY COPELAND, from the U. S. Civil Service, to the post of head of the Department of Secretarial Science at Mississippi State College for Women. . . . To the staff of the City College of Los Angeles, ELIZABETH ROBINSON, Secretarial Department; JESSE GILLESPIE and CLAUDE R. PARKER, Business Administration Department.

DR. EARL P. STRONG, from Remington Rand, Inc., where he has been director of the Utilization Department, Type-writer Division, to the University of Illinois. Doctor Strong will be professor of Business Organization, Director of Extension Services for Business, and head of the Secretarial Training Program. Doctor Strong will also continue to serve Remington Rand as a consultant.

CLAIR E. DAGGETT, to chairman of the Division of Business Education at the St. Cloud (Minnesota) State Teachers College, to fill the post made vacant when the former chairman, DR. ARNOLD E. SCHNEIDER, resigned to accept appointment as head of the Department of Business Education in Kalamazoo. . . . DR. WILLIAM J. MASSON, promoted to the post of chairman of the Department of Business Education at the State University of Iowa, to fill the vacancy caused by the death of GEORGE HITTNER. . . . An addition to Doctor Masson's staff is C. E. PECK, a graduate student at the University.



PEOPLE



DR. EARL P. STRONG

ROBERT P. BELL, from Indiana University, to assistant professor of business education at the Ball State Teachers College, Muncie, Indiana. . . . THOMAS F. ARMSTRONG, JR., from assistant professor of commerce at Beaver College, Jenkintown, Pennsylvania, to assistant professor of business administration at Susquehanna University, Selinsgrove, Pennsylvania. . . . DR. CHARLES O. HEATH, from director of the School of Management, Armstrong College, Berkeley, California, to assistant professor of finance, Drake University, Des Moines, Iowa.

CLOYD P. ARMBRISTER, to head of the Department of Business Education and Administration at Concord College, Athens, West Virginia. Mr. Armbrister's staff has already been greatly expanded through the appointment of Mrs. KATHRYN C. TULLY, from Madison College, Harrisonburg, Virginia; Mrs. NETTIE LEE KITCHEN, former distributive education co-ordinator; and FLORENCE I. BRADLEY, from Griswold High School, Jewett City, Connecticut.

DR. JOHN L. HOOVER, from post of supervisor of business education at the Altoona (Pennsylvania) Public Schools, to the head of the Department of Business Education at the University of Kentucky, Lexington, with the title of professor of commerce and education. Doctor Hoover's former position has been filled by the promotion of EDGAR BROOKS, who served Altoona as acting supervisor of business education while Doctor Hoover was on leave of absence for military service with the Navy.

BUSINESS APPOINTMENTS

GUY PROPST, former naval officer, graduate of Catawba College, Salisbury, North Carolina, and of the University of Pittsburgh, and for many years a business teacher, from position as assistant to the president of Catawba College, to the staff of the Gregg Publishing Company as a field representative for the States of North Carolina, Virginia, and West Virginia. . . . R. E. STEWART, formerly the school manager of the Underwood Corporation, has been promoted to head the Sales Research and Planning Division of this firm. A native of Pittsburgh and a graduate of Duquesne University and the University of Pittsburgh, Mr. Stewart has been with Underwood since 1925.



GUY PROBST

BEREAVEMENTS

A. B. ZU TAVERN, author of numerous business-training books and pioneer in the field of elementary business training, died on September 27 in Los Angeles.

DR. JOSEPH M. UHLER, for the past five years president of the Indiana (Pennsylvania) State Teachers College, died late this past summer. Doctor Uhler was well known in Pennsylvania for his active leadership both in public education and in Presbyterian religious activities. DR. RALPH HEIGES, dean of instruction under Doctor Uhler, is serving as acting president.

ADAM J. WATTS, for the past few years supervisor of business education in the Wilkes-Barre (Pennsylvania) Public Schools, died on October 11 after a long illness.

BUSINESS EDUCATION WORLD



GROUPS

Both separate and combined meetings for distributive and office educators will develop the answers to the question.

The schedule of business-education meetings includes the following:

Monday, December 15. Annual meeting of state supervisors of distributive education, 2:30.

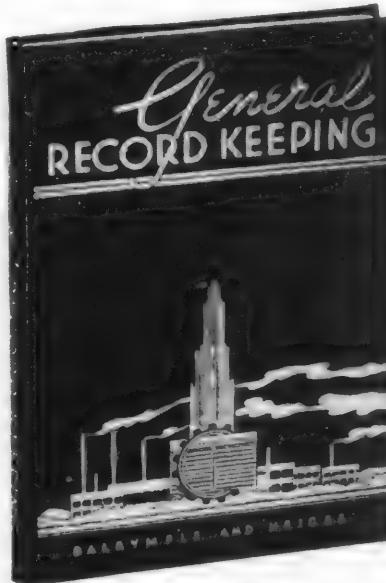
Tuesday, December 16. A symposium to explain the nature of the Los Angeles Merchandising Training Institute and a symposium on labor relations in business, both in the morning. In the afternoon, "The Communications Phase of Business," for office educators; and a round table on "Recent Developments," for distributive educators.

Wednesday, December 17. Field visits, luncheon at Hotel Alexandria.

Thursday, December 18. Symposiums and a general combined meeting, in the morning.

Vice-president in charge of the business-education section of the AVA is DR. IRA W. KIBBY, chief of the Bureau of Business Training in California. The program committee for the December meeting is headed by DR. WILLIAM R. BLACKLER, assistant state supervisor in California's Bureau of Business Education.

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Second Edition

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Professional Report (continued)

"DECA"

After seven years of local and state development, a national organization of retailing students has been formed: the Distributive Education Clubs of America.

Meeting in Memphis, student and faculty delegates from distributive-education clubs all over the country set up the new organization. KENNETH THRAILKILL, of Texas, is the first president. The organization plans to extend its sponsorship of clubs for retailing students wherever schools have co-operative retailing programs. The new group, patterned after the Future Farmers of America and the Future Business Leaders of America, aims at providing a richer extracurricular and social program for these students, whose school-and-work schedules have limited such activities, and at developing improved programs of co-operative training.

Formation of DECA was largely made possible through the active assistance of the American Vocational Association and the staff of the Business Education Service of the U. S. Office of Education.

CABEA ACTIVITIES

One of the most active and unusual organizations in business education is the Chicago Area Business Educators Association, familiarly called "Ka-bee-ah" by its members.

The CABEA meets monthly: that is what is unusual about it, and why it is so active. This year, CABEA members meet on the fourth Saturday of each month in the English Room at Marshall Field's in Chicago, and its hundred members from Illinois, Indiana, Michigan, and Wisconsin enjoy varied programs. In September, for example, a visual-aids program brought the group up to date on new films and film strips; the October meeting featured DR. ELVIN S. EYSTER (Indiana University); and the November meeting featured ANN BREWINGTON (University of Chicago). Each spring, the CABEA sponsors campus-visitation programs to attract outstanding high school students to business-education teaching.

This year's programs are under the leadership of MARJORIE C. MCLEON (Leyden High School, Franklin Park, Illinois), president; HARVEY WELSH (Proviso High School, Maywood, Illinois), vice-president; RUSSELL N. CANSLER (Northwestern University, Evanston, Illinois), secretary; and HELEN E. REINHARDT (New Trier High School, Winnetka, Illinois), treasurer.

TRI-STATE

Members of the Tri-State Business Education Association held a highly successful "workshop" convention in Pittsburgh on October 10 and 11, in which each of the sectional groups held a question-and-answer or demonstration meeting.

The spring convention (uniquely, Tri-State meets twice a year: in Pittsburgh in the fall; in some major tri-state area city in the spring) will be held on April 16 and 17, at the Hotel Mayflower in Akron, Ohio, PRESIDENT ELSIE GARLOW (State Teachers College, Indiana, Pennsylvania) announced.

STATE LEADERS

Utah. L. MARK NEUBERGER (Agricultural College of Utah, Logan), president; T. Y. DELANGE (Weber College, Ogden), collegiate vice-president; GENEVIEVE ELIASON (High School, Spanish Fork), high school vice-president; and IRIS IRONS (L. D. S. Business College, Salt Lake City), business college vice-president. A secretary is to be appointed by President Neuberger.

WINDING UP 1947, IN ST LOUIS

"Teacher Leadership in Business Education" will be the theme of the convention of the National Business Teachers Association, meeting at the Hotel Jefferson in St. Louis on December 29, 30, and 31; but the spirit of the occasion will definitely be a holiday one.

With the St. Louis Business Education Association acting as hosts, with three banquets and two dances scheduled, with numerous reunion group luncheons and breakfasts already planned, and with the natural festivity of the season, the social side of the meeting is certain to be enjoyable to those attending. Two other factors, also, assure a great attendance at the convention: the National Association of Accredited Commercial Schools will meet with NBTA, thus drawing many private-school teachers and executives to the Monday meeting and Tuesday banquet; and, unlike in other years, the convention dates are well past Christmas Day, so that those attending need not forgo the holiday at home. The NBTA convention is always one of the biggest of the year, and this year's program seems destined to attract a record crowd.

Emphasis on the social side of the assembly does not mean any slighting of the professional part of the program, however. When PRESIDENT JAY R. GATES makes the opening rap of the gavel, he will be introducing as serious and as valuable a series of general and sectional meetings as NBTA has ever offered.

Participants in the NBTA-NAACS Convention

(December 29-31, 1947)

NAME	FROM	PARTICIPATION	MEETING	
Agnew, Peter L.	New York City	Panel, Gen. Assembly	Wednesday	9:30
		Panel Ch., Bookkeeping	Wednesday	2:00
Alexander, E. W.	St. Louis	President, St. Louis BEA		
Allee, Arthur	Iowa City	Discussion, Off. Mach.	Wednesday	2:00
Archer, E. C. Jack	Chicago	Ch., Pri. Sch. Instr.	Wednesday	2:00
Armstrong, J. Evan	Berkeley, Cal	Discussion, Pri. Sch.	Tuesday	2:00
Bahr, Gladys	Cincinnati	Address, Social Bus.	Wednesday	2:00
Baker, Bernard F.	Chicago	Discussion, Off. Mach.	Wednesday	2:00
Balsey, Irol Whitmore	Bloomington, Ind.	Ch., Secretarial	Wednesday	2:00
Beaumont, John A.	Springfield, Ill.	Panel Ch., Distrib. Ed.	Wednesday	2:00
Blood, Irene F.	St. Louis	Discussion, College	Tuesday	2:00
Bode, W. O.	St. Louis	Panel, Adm. Rd. Table	Wednesday	2:00
Botkin, Robert T.	Denver	Address, NAACS luncheon	Monday	12:15
Brayton, Arthur H.	Des Moines	Address, NBTA luncheon	Tuesday	12:15
Brickner, John C.	Bloomington, Ind.	Ch., Distrib. Ed.	Wednesday	2:00
Br. William Baer	Belleville, Ill.	Panel, Gen. Assembly	Wednesday	9:30
Carey, Clarence B.	Chicago	Panel, Adm. Rd. Table	Wednesday	2:00
Carlson, Paul A.	Whitewater, Wis.	Discussion, Bookkeeping	Wednesday	2:00
Correll, O. M.	Minneapolis	Ch., NAACS meeting	Monday	2:00
		Panel, Gen. Assembly	Wednesday	9:30
Dame, Frank	Philadelphia	Address, NAACS	Monday	2:00
Dickerson, Earl S.	Charleston, Ill.	Ch., DPE banquet	Tuesday	6:30
Diekroeger, L. H.	St. Louis	V. Pres. NBTA, Ch. Host Com.	Social Program	
Duffy, Harold D.	St. Louis	Panel, Adm. Rd. Table	Wednesday	2:00
Evans, Charles T.	Little Rock	Address, Gen. Assembly	Tuesday	9:30
Eyster, Elvin S.	Bloomington, Ind.	Panel Ch., Gen. Assembly	Wednesday	9:30
Fasnacht, Harold D.	Denver	Discussion, Off. Mach.	Wednesday	2:00
Fenton, S. D.	Davenport	Discussion, Pri. Sch.	Tuesday	2:00
Finch, Robert	Cincinnati	NBTA Executive Board		
		Panel, Gen. Assembly	Wednesday	9:30
		Address, Social Bus.	Wednesday	2:00
Finkelhor, Dorothy	Pittsburgh	Discussion, Pri. Sch.	Tuesday	2:00
Fisher, Sanford L.	Boston	NAACS President	Assemblies	
Foster, Romona	Des Moines	Panel, Gen. Assembly	Wednesday	9:30
Freeman, M. Herbert	Paterson, N. J.	Ch., Social Bus.	Wednesday	2:00
Fries, Albert C.	Evanston, Ill.	NBTA Executive Board		
Garrett, R. Norval	Hammond, La.	Ch., Adm. Rd. Table	Wednesday	2:00
Gates, J. R.	Cleveland	NBTA President	Assemblies	
Gibson, E. Dana	San Diego	Report, Vis. Ed., College	Tuesday	2:00
Given, John N.	Los Angeles	Discussion, Sec. Sch.	Tuesday	2:00
Good, Carter V.	Cincinnati	Address, DPE banquet	Tuesday	6:30
Groves, Lillian	Kankakee, Ill.	Discussion, Pri. Sch. Instr.	Wednesday	2:00
Haas, Kenneth B.	Chicago	Discussion, Distrib. Ed.	Wednesday	2:00
Hanna, J Marshall	Columbus	Panel, Gen. Assembly	Wednesday	9:30
		Discussion, Bookkeeping	Wednesday	2:00
Hansen, Kenneth H.	Greeley, Col.	Discussion, College	Tuesday	2:00
Haynes, Benjamin	Knoxville, Tenn.	NBTA Executive Board		
Hedges, Stanley E.	Canton, Ohio	Discussion, Pri. Sch.	Tuesday	2:00
Henthorn, Ben H.	Kansas City, Mo.	Discussion, Pri. Sch.	Tuesday	2:00
Hickey, Margaret A.	St. Louis	Discussion, Pri. Sch.	Tuesday	2:00
Hill, J. Murray	Bowling Green, Ky.	NBTA Secretary		

NAME	FROM	PARTICIPATION	MEETING
Horn, Dwight	St. Louis	Panel, Distrib. Ed.	Wednesday 2:00
Hosler, Russell J.	Madison, Wis.	Panel Ch., Secretarial	Wednesday 2:00
Huff, Nettie M.	Kansas City, Mo.	NBTA Executive Board	
Jasperson, Marie	Milwaukee	Panel, Gen. Assembly	Wednesday 9:30
Keithley, Erwin M.	Los Angeles	Presiding, Sec. Sch.	Tuesday 2:00
Kincaid, J. K.	Cincinnati	Panel, Gen. Assembly	Wednesday 9:30
Kirkpatrick, M. O.	Charlotte, N. C.	NBTA Vice-President	
		Address, Visual Aids	Monday 9:30
Koch, J. J.	St. Louis	Demonstration, Off. Mach	Wednesday 2:00
Leith, Harold	Cincinnati	Address, Social Bus.	Wednesday 2:00
Leonard, Viola	Stillwater, Minn.	Panel, Distrib. Ed.	Wednesday 2:00
Lloyd, Alan C.	New York City	Discussion, Pri. Sch. Instr.	Wednesday 2:00
Matthews, W. L.	Bowling Green, Ky.	Panel, Gen. Assembly	Wednesday 9:30
McIsaac, Edmund R.	Aliquippa, Pa.	Panel, Gen. Assembly	Wednesday 9:30
Meadows, George M.	Shreveport, La.	NBTA publicity director	
Meany, J. R.	Bowling Green, Ky.	Panel, Gen. Assembly	Wednesday 9:30
Meehan, Agnes E.	Indianapolis	Ch., Off. Mach.	Wednesday 2:00
Miller, F. J.	Tiffin, Ohio	Ch., NBTA luncheon	Tuesday 12:15
Morse, True D.	St. Louis	Discussion, Sec. Sch.	Tuesday 2:00
Nicholson, David H.	St. Louis	Address, Gen. Assembly	Tuesday 9:30
Olson, Milton C.	Muncie, Ind.	Ch., Bookkeeping Rd. Table	Wednesday 2:00
Potter, Thelma	New York City	Discussion, Off. Mach.	Wednesday 2:00
Price, Ray G.	Cincinnati	NBTA Treas. and Exhibit Manager	
		Address, Social Bus.	Wednesday 2:00
Rand, Clayton	Gulfport, Miss.	Address, NBTA banquet	Wednesday 6:30 p.m.
Rasely, H. N.	Boston	Discussion, Pri. Sch.	Tuesday 2:00
Roof, J. G.	Washington, Pa.	Ch., NAACS meeting	Monday 2:00
Rowe, John L.	Boston	Demonstration, Pri. Sch. Instr.	Wednesday 2:00
Rowley, Eleanor	St. Louis	Demonstration, Off. Mach.	Wednesday 2:00
Rupple, R. L.	Waukesha, Wis.	Panel, Gen. Assembly	Wednesday 9:30
Scheiderer, Mabel	Decatur, Ill.	Discussion, Sec. Sch.	Tuesday 2:00
Schleuter, Olga	Milwaukee	Discussion, Sec. Sch.	Tuesday 2:00
Sr. Mary Aloysie	Duluth	Panel, Gen. Assembly	Wednesday 9:30
Stone, Claud W.	Oklahoma City	Ch., NAACS banquet	Tuesday 6:30 p.m.
Straub, Lura Lynn	Laramie, Wyo.	Ch., College	Tuesday 2:00
Thompson, Willard M.	St. Louis	Panel, Distrib. Ed.	Wednesday 2:00
Walker, Charles F.	Portland, Ore.	Address, Visual Aids	Monday 9:30
Weisbecker, A. A.	Omaha	Discussion, Bookkeeping	Wednesday 2:00
Wegsels, O. Richard	Syracuse, N. Y.	Panel Ch., College	Tuesday 2:00
Wickert, Hugh A.	Omaha	Discussion, College	Tuesday 2:00
Williams, Jeff. H.	Chickasha, Okla.	Address, NAACS banquet	Tuesday 6:30 p.m.
Wilson, J. Harmon	Cincinnati	Panel Ch., Adm. Rd. Table	Wednesday 2:00
White, Elise	Nashville	Discussion, Sec. Sch.	Tuesday 2:00
Woodward, Theodore	Nashville	Panel, Adm. Rd. Table	Wednesday 2:00
Ziegler, W. H.		Address, NAACS	Monday 2:00
Zopf, Arnold	St. Louis	Discussion, Sec. Sch.	Tuesday 2:00

PRIVATE PARTIES

Several fraternal and collegiate reunion groups will hold meetings among members in attendance at the NBTA-NAACS convention. Early announcements of such meetings include:

Indiana University Group, Tuesday breakfast.

7:45 a.m., dining room No. 9; reservations by December 15 to John R. Jones, Jr., School of Business, Indiana University, Bloomington.

Teachers College, Columbia University, Tuesday luncheon, 12:30 p.m.; reservations through Miss Ruth Larson at the convention.

DELTA PI EPSILON

The annual lecture of Delta Pi Epsilon, always a high spot in the fraternity's professional program, will be given this year by DR. CARTER V. GOOD, dean of Teachers College, University of Cincinnati, whose subject will be "Criteria of Good Business-Education Research."

Doctor Good will make his address following the DPE banquet held in St. Louis at the time of the NBTA convention. The dinner meeting will be held on Tuesday evening, December 30, at 6:30, in the Gold Room of Hotel Jefferson. Reservations may be made with MARY L. SUFANA, Washington High School, East Chicago, Indiana.

CBEA GROWTH

Newest unit in the growing chain of regional chapters of the Catholic Business Education Association has been organized as the "Midwest Unit of the CBEA," with headquarters in Chicago.

[Note: So many inquiries concerning the CBEA have been received since publication of the Joint-Jury discussion, "The Contributions of Catholic Business Education," in the November B.E.W., that we take this opportunity to explain:

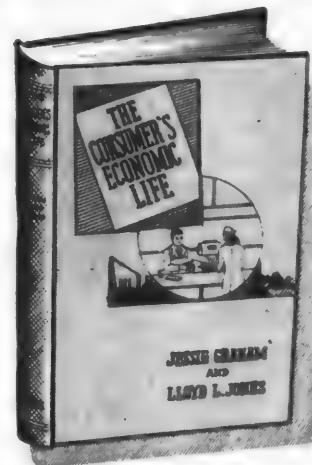
[The CBEA was organized in 1945 in New York City under the guidance of the RIGHT REVEREND MONSIGNOR PHILIP J. FURLONG, of the Archdiocese of New York, and the leadership of BROTHER LUCIUS, C.F.X., at that time a teacher in the Cardinal Hayes High School. Its purpose is to serve professionally Catholic administrators, teachers, and teacher-trainees interested in economics and business subjects. Membership, for which annual dues are \$1, now exceeds 500.

[Regional units are now serving directly from headquarters in the cities of New York, Cincinnati, and—as reported above—Chicago. Other units are in the process of being formed in Boston and New Orleans. Complete details concerning membership and regional units can be obtained by writing to any of the national officers:

[BROTHER LUCIUS, C.F.X. (Xavier High School, Louisville), president-general; BROTHER JOSEPH KEIMIG, S.M. (Purcell High School, Cincinnati), vice-president-general; SISTER M. GREGORIA, B.V.M. (Mundelein College, Chicago, 40), secretary-general; SISTER M. REGIS, O.P. (St. Vincent Ferrer High School, New York City), treasurer-general; BROTHER DENIS, C.F.X. (Cardinal Hayes High School, New York City), editor; and SISTER M. CAROLINE (Notre Dame College, Staten Island, New York), organization-director.—Editor]

The Midwest Unit serves Wisconsin, Michigan, Illinois, Iowa, Minnesota, and the northern section of Indiana. Chairman of the executive board of the Midwest Unit is SISTER GREGORIA.

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Professional Report (continued)

WOMEN IN NOMA

Educators have considered the NOMA as a businessman's organization; actually, however, some 108 women (about 7 per cent of the total membership) belong to NOMA. A report published recently in the *NOMA Forum* gives interesting data about these women:

The Work They Do. The NOMA business-women have the following positions:

Title	Per Cent	Title	Per Cent
Office Manager	30	Credit Manager	3
Personnel Director	16	Sec.-Treasurer	2
Manager	11	Methods Analyst	2
Supervisor	8	Instructor	2
Treasurer	3	Miscellaneous	27

"Miscellaneous" includes such positions as cashier, department manager, auditor, and so on. It is interesting to note that 5 out of every 11 women carried the title "Manager" in some form, and that over a sixth were called "Personnel Directors." Another phase of the same report points out that 40 per cent of the women are principally concerned with hiring new employees. It would seem, then, that our high school graduates should be taught how to conduct themselves in employment interviews not only with men but also with women.

The Pay They Receive. That women NOMA members are definitely in the executive category is further indicated by a study of their salaries:

Salary Range	Per Cent
\$15,000 to \$10,000	2
10,000 to 7,500	3
7,500 to 6,000	7
6,000 to 4,500	22
4,500 to 3,000	40
Under \$3,000	22

In other words, 8 out of 10 make over \$3,000 a year; a third make \$4,500 a year or more; and an eighth earn \$6,000 a year or more. To think that business was once a man's world, exclusively!

OFFICE SALARIES

Through its widespread chapters, NOMA is able to keep in touch with general business practices — including salaries. Recently VAUGHN FRY, research director for NOMA, made a study of office salaries in ten key cities (Atlanta, Bos-

ton, Denver, Detroit, Kansas City, Milwaukee, New York, Philadelphia, Seattle, and Worcester) to determine whether the fantastic salaries we hear about so frequently are actually being paid.

They are not—as the following table indicates:

Position	Men's Range	Men's Average	Women's Range	Women's Average
Typist	\$30-43	\$34	\$25-35	\$31
Stenographer	28-46	38	32-41	36
Bookkeeper	48-69	57	41-56	46
File clerk	24-38	32	28-36	31
Mail clerk	25-38	31	27-34	30

In studying this table, it should be noted that the range figures are themselves *averages* of ranges; obviously, some workers are receiving less and more than the figures indicated as "ranges" above. A complete review about these salaries and other factors of office working conditions is given in the July, 1947, issue of *American Business*.

FREE VISUAL MATERIALS

Teachers of geography and elementary business may write to School and College Service, United Air Lines, 80 East 42d Street, New York 17, for the descriptive folder, "Free Aviation Education Materials and Services."

Available from United are free slide films; motion pictures; glamorous bulletin board displays of aviation pictures, maps, timetables, booklets, leaflets; and a score of other aids that will make transportation and air units vivid and exciting study. Make a separate request also for United's "Directory of Free and Inexpensive Aviation Education Materials," which lists the aids available from all the major air lines.

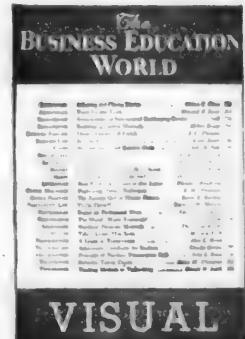
MORE FREE MATERIALS

"That unit on life insurance" can become a high light of consumer education if teachers take full advantage of the numerous lesson aids distributed free or at low cost by the Institute of Life Insurance, 60 East 42d Street, New York 17. Write for catalogue, "Educational Materials on Life Insurance."

Included in the offerings are wall charts, stories of life insurance, a complete teaching unit, films, plays, and—especially enlightening—a booklet about careers in insurance.



N O M A



\$10 ANSWER

[Last June, the B.E.W. Join-the-Jury panel raised the question, "Should Employment Opportunity Dictate Guidance Policy?" and three state directors of business education voiced their answers. The B.E.W. offered a \$10 prize to the reader who wrote the most discerning comment about the discussion. The extract below is from the winning letter.—Editor]

DEAR BEW PANEL: The speakers seem to take it for granted that, if they do agree that employment opportunity should dictate guidance policy, the matter is settled—presto, the high schools will turn out qualified students. . . .

It must be remembered that guidance is not an end in itself; it is only a means to an end. . . . The mere "guiding" of students into commercial courses is not sufficient. What you do with them *after* "guiding" them into the field is just as important.

. . . Guidance and curriculum must go hand in hand. We cannot do justice to either curriculum or guidance unless we consider them together. If we say that employment opportunity should dictate guidance policy, we must also say that the curriculum should be dictated by employment opportunity. Perhaps the curriculum should be, perhaps not; but the panel's guidance problem is secondary to weighing the curriculum problem.

FRANK J. ZANFINO
Little Falls, New Jersey

FOR WRITERS

DEAR BEW: Would it be possible to obtain 50 copies of the B.E.W. Service Booklet No. 25, "Suggestions to Authors . . ."? I would like to give a copy to each of the contributors to the 1949 *American Business Education Yearbook*. . . .

PAUL L. SALSGIVER
Boston, Massachusetts

[While the supply lasts, the B.E.W. is proud to send to authors and editors complimentary copies of "Suggestions to Authors," the helpful style manual on the mechanics of preparing manuscripts. Subscribers received a copy with the 1946 December issue.—Editor]

NEW ENGLANDERS

DEAR BEW: . . . your New England readers may wish to know of the death, last August, of



LETTERS

three teachers who have been very active in our professional organizations. They are FRANK PHILLIPS, head of the Commercial Department, Medford (Massachusetts) High School; Z. CARLETON STAPLES, retired, formerly instructor at the Dorchester High School for Boys; and C. ALBERT CEDERBERG, instructor at the Boston Clerical School.

RUFUS STICKNEY
Boston, Massachusetts

Q-SAY-GO, Q-SAA-GO

DEAR BEW: In the October issue, Mr. Lloyd indicated the pronunciation of Q-SAGO to be *queue-SAY-go*. Since the A is from *Activities*, wouldn't the coined word be pronounced better as *queue-SAA-go*, with a short A?

HELEN EXETER
Lipton, Nebraska

[Author Lloyd tells us that the original pronunciation he heard was *queue-SAW-go*, but that he prefers *queue-SAY-go* because the sounds define the five letters better. Personally, we think *queue-SAY-g-oh* would be still more definitive. Or, how about *queue-ESSAY-g-OH*? Or, to use the military-service elision pattern *quesuBACTgobs*?—Editor]

BEREAVEMENT

DEAR BEW: . . . The students and friends of T. C. TADE paid their final tributes to him on Tuesday, May 20, 1947. Mr. Tade devoted more than thirty-five years to teaching commerce—two years at Marion (Indiana) College; seven years in Cape Girardeau (Missouri) Business College; and twenty-seven years as head of the Commerce Department at Casey (Illinois) High School. He remained there until his death, May 17, 1947.

During this time his typing students have won many state honors, and one of them, HILDA DEHL, won a world's championship in typing.

MARY NASSER
Casey, Illinois

RENEWALET

DEAR BEW: . . . and I appreciate particularly the transcription tests that you publish in each issue of the BEW. I find that they are certainly a wonderful teaching aid.

FELIX SHULAR
Merriam, Kansas

[The B.E.W. has found that about 90 per cent of its readers are, like Mr. Shular, classroom teachers—hence the great number of specific teaching aids found on its pages.—Editor]

Secretarial Clinic

SISTER MARY IMMACULATA

Mount Mercy Junior College
Cedar Rapids, Iowa

OUR business students, before they make their first appearance in the business world, should have some understanding of the problems and the people they will meet in business offices. It is our responsibility, as their teachers, to assure that they are given a clear perspective, a distinct aim, and a forcible grasp of definite situations—the *specifics* of office work—that will confront them in the offices in which they will work.

It would be wonderful if we were able to give every student out-of-school work experience; but not all schools can or wish to do this. Many schools prefer to give partial experience under complete supervisory control than to give complete experience with little supervisory control. Certainly, however, every secretarial-training program should include some practice in office situations beyond those described in textbooks, so that through reality we can motivate our students to improvement in both the skills and the attributes that are essential to office success.

Through a period of years, we have evolved a special kind of office-situation training for our students at Mount Mercy Junior College: a secretarial clinic. We find that our clinics serve admirably the purpose for which they are designed. Because the clinic program is not only valuable to the students but is also easy to arrange in any school, we were happy to accept the invitation of the BUSINESS EDUCATION WORLD to explain our program.

Nature of the Program

Our clinic has developed into an annual training period for the last eight to ten weeks in the last semester of our junior-college program. Once each week, a businessman visits us for a special two-hour meeting during which he acts as a guest "counselor."



Mr. J. J. Shepard, president of the Shepard Insurance Company, dictates to a student secretary during the secretarial clinic held at the Cedar Rapids Mount Mercy Junior College.

Last year, for example, our calendar included:

Mr. O. A. Kearney, Merchants National Bank
Mr. J. J. Carney, Marchant Calculator Company
Mr. M. W. O'Reiley, attorney
Mr. A. L. Taylor, Chamber of Commerce
Mr. H. Harstad, Iowa Title & Abstract Company
Mr. J. J. Shepard, Shepard Insurance Company
Mr. L. A. Fuhmeister, U. S. Employment Agency
Miss M. Carr, Mutual Liability Insurance Company
Miss D. Manchester, Gordon-Fennel Export Company

Each of these visitors had a different point of view to express. Some, for example, gave specific details to their stenographers, while others did not. Some wanted to "counsel" by giving considerable advice, while others felt that enacting their office situation was the best counseling. Thus our students learned the great lesson that offices and office practices vary. To be certain that our speakers represent widely varied business interests, the invitations are extended long in advance.

The Clinic Meeting

Each clinic conference opens with informal discussion on the essentials of a good secretary, as the counselor views them. What do the counselors talk about? The most frequent starting point in their discussions concerns mechanical skill.



The students attending the clinic come dressed for the occasion. In addition to taking dictation from the businessman guest, each girl is interviewed for a position.

"A firm foundation of skill in writing shorthand rapidly and accurately and in transcribing accurately, rapidly, and neatly is fundamental," one counselor advised our clinic group—and next week brought a big improvement in interest in those skills!

Another speaker said, "Mechanical technique in shorthand and typing is a prime requisite. I agree with what Paderewski once said: That three things are necessary—first, technique; second, technique; and third, technique!"

Most speakers, however, discussed matters of attitude and office behavior. "Remember," one speaker cautioned, "your time belongs to your employer. My work is professional. The work for which I pay a salary must also be professional."

Still another speaker said, "You must have trust in the people with whom you work and for whom you work; and you must demonstrate reasons why they should trust you." And, as we should expect, many mentioned the importance of courtesy, of initiative, of resourcefulness, of keeping tools in good shape. Some counselors went into more detail, pointing out that in their offices they expected a telephone call when a

The equipment in the secretarial laboratory is of the best. When the clinic is in session, tables and equipment are rearranged to simulate a modern office.

worker knew he would be late, that they expected conservative clothing and neat appearance—but that the neat appearance should be refreshed on the worker's own time and not on the employer's time.

Hearing these things (which are, after all, merely reiterations of what students read in their books and what their teachers frequently say) directly from businessmen and business-women makes a deep impression on the students.

These opening discussions are usually limited to about fifteen minutes and are followed by explanation of the special forms used in the speaker's office. Thus, legal forms, specimen invoices and bills, and the like, are presented to and examined by the students with keen interest. Then, actual work begins.

The counselor takes over the instructor's desk and makes it his own. One by one, the students come to his desk for dictation; and he dictates materials that he actually does want to mail—letters, forms, wills, leases, and so on. He enacts his own office manner as faithfully as he can. For example, he interrupts abruptly and asks his "secretary" to read in whole or in part what he has said; and he lets his voice

Every school can, and perhaps should, organize a secretarial clinic as the climax of its training program. Benefits:

- Experience
- Motivation
- Introductions
- Employment
- Publicity

race or drag as is his custom. While the student secretary is at his desk, the other members of the class take the same dictation at their own desks. Thus, the whole class profits.

After an hour of such dictation, the students make personal application for employment, and the counselor interviews as many as he has time for. From one student, he may (and often does, quite sincerely) request a formal letter of application; for another, he may demonstrate how quickly he can say *no*; with still another, he may make an appointment for a later meeting.

After the Meeting

The first day after the clinic session is completed, the students transcribe their notes. All the transcripts are sent to the businessman's office. He selects the best transcripts and uses them (how proud that honor makes the student!) and returns all the others with his comments and an indication of whether the work would actually be acceptable to him. It is generous of our counselors to contribute so much, of course, but all have been happy to do so.

Some counselors take their responsibility quite gravely and write small essays in the margins. "You are a member of our business family," one wrote, "and so I expect better work." Particular points on which the commentators express themselves are neatness, accuracy, erasures, correction of English, etc.

In the sessions of class that follow each meeting of the clinic, we evaluate what we have learned and take immediate steps to apply the advice of our counselors. The impact of the clinic, in terms of motivation power, can hardly be exaggerated.

One reason for the success of the clinic, it seems, is the fact that we do all we can to set the stage properties. On the day of the clinic meeting, we convert our orthodox classroom into a miniature office. The girls come

to class dressed for business, ready for their interviews. Deportment is completely adult, and in so far as possible the enactment of the office situation during the dictation period is faithful to actuality.

Is It Worth While?

Are the values of the clinic enough to warrant your trying to arrange such a program in your own school? I think so.

Certainly the response of the counselors, on whom the burden of work falls, is favorable.

"Not only ourselves but the community at large has benefited," said Attorney O'Reiley, "because we feel that the clinics have raised the standards of secretaries, made us aware of the changing methods of production of office work, and brought into our offices competent, experienced, and very alert young business-women."

From Mr. Shepard: "I was not satisfied with what I got across to the girls in my allotted time. Could I come back?" Ray C. Phelan, personnel manager of the Fruehauf Trailer Company, wrote, "The opportunity to speak to your class was thoroughly enjoyed by the writer. I was very favorably impressed with the alertness of the entire group and found the letters splendidly done."

The difference in degree of training in our graduates is also clear to anyone who has been associated with our school long enough to remember the graduates who did not have clinic training. The old questions of "What do I do" and "What do I say" are no longer asked. The edge of inexperience is worn smooth.

So there are many values—values to the businessman, who finds himself learning even as he is teaching in our clinic; values to our students in giving them a fine experience and motivating their work; and, not surprisingly, values to our school: the public-relations and placement benefits are obvious.

PRIM BUT PRETTY

New York City schoolmarms can be expected to brighten the corners where they teach: Dr. Mary Dare Haithcock, of the School of Education at City College of New York (which trains many of New York City's teachers), has originated a fashion show for future teachers.

Twins—Not Brothers-in-Law!

TEMORES in business education's official family indicate that all is not as it should be! Symptoms, as they have been diagnosed by those attending recent conventions and meetings, point to growing differences between two important members of the family—*Office Education* and *Distributive Education*. This cleavage is due in part to the recognition and rapid growth of distributive education, and to the methods used in developing its work-experience programs.

Something New Is Being Added

At this point it might be well to recall two fundamental tenets of our American public educational system that have a direct bearing on this situation.

As teachers in a democratic culture, we educate for *change*. The strength of our democracy lies in this very concept—our ability to keep adjusting ourselves to better and improved ways of doing things. Our responsibility is to train young people to adjust themselves harmoniously in a society that is transitory. So it is that those of us who received our training a number of years ago, and who feel that we have established routines that successfully meet the educational objectives and purposes of today, may find tomorrow that these objectives have changed.

Public Schools, Like Topsy, "Just Grow'd"

We must also remember that, as in no other country in the world, *our schools belong to the people*. Moehlman, in discussing our public educational system, says:

The American school system grew directly from the soil. Its great fundamental strength lies in its deep relationship to the people and in the partnership concept through which, to an ever increasing degree, the home and the school co-operate in the education of the child and the youth.¹

Office Education and Distributive Education ought to stop "feuding"

JACK R. NEILL
Miami University
Oxford, Ohio

There may be times when we are inclined to forget about this partnership of which we are such a vital part. But we do, nevertheless, have the people of the local school district as silent partners. They finance the

educational enterprise and consequently have a vital interest in it. We are the specialists or professionals who are trained and hired to carry on this type of activity. As progress and cultural developments bring changes in our way of life, the community expects the school effectively to train its people to adjust themselves harmoniously to such changes. It is our duty to inform and educate the community concerning these trends as they develop.

Thus we have two fundamental and basic principles to guide our thinking in evaluating the changes that are crystallizing: we are educating our youth, and those adults who participate in our program, to adjust themselves properly in an ever-changing social structure; and we must keep an attentive ear tuned to the voice of the people.

The People Speak

As a result of our experiences in recent years, we have learned to plan and to teach more efficiently: we can now learn more in less time. The school-work programs that stimulated efficient job training to supplement the work of the classroom have proved effective. Both educators and laymen now feel that this type of training is here to stay and will become more important in the years to come. The combination of classroom study and correlated on-the-job experience is definitely strengthening our educational program. In addition, the work responsibilities are an effective factor in developing social maturity. Co-operative part-time training has proved to be beneficial to all who participate in it—students, teachers, and local businessmen. This benefit is in accord with the best educational thinking, which states that it is the responsibility of the school to integrate its activities

¹ Arthur B. Moehlman, *School Administration*, New York: Houghton Mifflin Company, 1940, page 119.

with those of the community wherever possible according to the partnership concept mentioned here.

This type of teaching may or may not be a radical change from the classroom methods and techniques of teaching with which we are most familiar; nevertheless, it is a change, a new point of view, that should become part of our ritual of teaching.

Is There Writing on the Wall?

When three thousand of the nation's school leaders gathered in Cincinnati, Ohio, last July, one of the three major problems considered was that of the necessity for additional Federal aid for the schools. Should this come to pass, it is quite possible that a specific appropriation for office education could be made that would be comparable to what we now have for distributive training. With this possibility in the offing, it might be well to examine these two vital areas of business education, taking note of the important contributions that each could make toward the success of the other if properly utilized.

What Does Distributive Education Have to Offer Office Education?

One of the requirements of a federally reimbursed work-school program is that the demand must come from the community. The program must be organized to meet the needs of the community that the school serves. There is usually an advisory committee composed of local businessmen and chosen by the school; this committee advises the business teacher or co-ordinator in planning. Combined with the efforts of the advisory committee is the active co-operation usually accorded this kind of training program by such local groups as the Retailers' Association or the service clubs similar to the Kiwanis or Rotary groups.

This very close working association with the community is an extremely valuable factor in training our young people to participate in and understand the business and economic aspects of our current way of life. Upon reflection, it might be difficult to defend the teaching of any business courses without such close association with our business communities.

As one associates with the teachers in this type of training and visits the schools that sponsor it, one is impressed with the pleasure in and the enthusiasm for their work that these

teachers have. It is fun to teach distributive education they say—and from their zeal it is evident.

Partly because teachers enjoy such teaching and partly because trainees feel it is so very worth while, the students are very enthusiastic about distributive education. They like learning on the job and studying about the job in school. What is even more important—they stay in school longer.

It seems to be common procedure for the distributive personnel to keep an effective follow-up file of their graduates. The school knows of their beginning jobs, of their promotions and added responsibilities. These reports are effective in creating and sustaining interest both in school and in the community. They speak well for the training that the graduates have received in school: it has been effective; it has been tested in the realities of the business world. We should all have such an opportunity of proving the merits of our evident!

A final lesson that office educators might learn from distributive educators is in the area of some of their techniques in public relations. The community at large, parents, students, and faculty are usually kept well informed concerning all the activities of the distributive education program. The people know what the students are doing and with what businesses they are associated. Human-interest stories concerning some of the on-the-job experiences appear in the school and local papers. Because the community knows so much about this training, the community likes it—and those connected with it.



What Does Office Education Have to Offer Distributive Education?

Our office-training programs have those advantages that accrue from many more years of experience. To a large extent, teachers of office training are well aware of its objectives, its methods, and its techniques. The administrative and supervisory structure is well organized and operating effectively.

Because of this experience, office training is more systematic than distributive education. Office training has developed naturally as the demands for such training have been felt; it has grown and developed from within. There is no superficiality about it; it has not been superimposed upon an existing structure. There is much to be said for this more natural progress in keeping with the long-range demands of local business and industry.

In keeping with this background of experience and orderliness, office training is better planned, business habits and skills are more efficiently taught. The mechanics of instruction are polished: the proficiency of instructors and trainees alike impress the observer with the confidence that stems from experience in planning the work and working the plan.

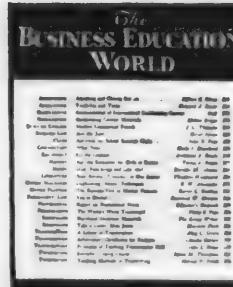
Let's Stop "Feuding"!

Thus, investigation reveals that these two brothers of business training, Office Education and Distributive Education, have much to offer each other. They can and should help each other. Teachers of these two areas can greatly strengthen the contribution of the business phase of public education if they will work side by side instead of competing for students, for time, and for public favor.

After all, the products of both divisions work side by side. Graduates of distributive education support, by their activities, the large office forces that are backstage in every retail outlet. At the same time, the graduates of office education support the activities of the selling forces. This is true in every business.

In our schools, as in our total economy, we must realize that these two types of business employees supplement the work of each other. They must be staunch friends.

Office Education and Distributive Education are twins, not brothers-in-law, and they must—for the good of the family — stop "feuding."



FEATURES

My Teachers!

by a High School Supervisor

Hobbies

I BELIEVE that every teacher should have a hobby. A hobby helps a person to maintain a sense of balance. When hobbies are dragged into the classroom, however, they have the opposite effect.

Witness the bookkeeping teacher who is also a golf addict. He likens the right entry to the perfect drive. Students are exhorted to keep their eyes on the ball and follow through as they swing for the right answer in the trial balance.

To an addict all things are explainable in terms of his hobby. The last five minutes before the bell rings or those final classes just before a school vacation ("There is no use starting a new piece of work, class.") are too frequently devoted to riding hobbies in the classroom. Students notice this. They draw lots to see whose turn it is "to get teacher started."

The gap between the hobby and the subject taught can assume startling proportions. I found my business-law teacher making a comparison between a judicial opinion and—of all things—the rendering of a cello solo. He compared the rising cadence of the judge's language, as he gets within eight pages of the point of the case, to layer upon layer of velvety tone that comes from the soloist who is really inspired.

When the local bridge champ is also the business-arithmetic teacher, he is likely to draw improbable comparisons between his sharpness in making a bid count and his ability to add a column of figures.

The hobby collectors have their students bring in everything from match covers to bottle caps. Others, with the craze for duplicating class materials, drive the typing students silly with their duplication requirements.

Students come away confused from these hobby classes. They are not quite certain whether golfing is the solution to their bookkeeping problems; cello playing, to their legal acumen; or a hobby chat a necessity to good teaching.

This supervisor hereby swears that he will not mention his youngsters or his flower garden to another teacher—for at least a week.

HELP WANTED

COLLEGE TEACHERS of retailing; either men or women; both graduate and undergraduate levels; both general and specific courses; practical retailing experience required; previous collegiate experience desirable but not required; master's degree desirable; salaries required \$5,500; wonderful future.

A class of tomorrow's experts in retailing, destined either for teaching or retailing, witness a demonstration at the Prince School of Retailing by Miss Emily S. Evers, instructor at the school.

DONALD K. BECKLEY
Prince School of Retailing
Simmons College
Boston, Massachusetts

THE articles in professional journals regarding distributive-education work tend to obscure the many desirable opportunities for the teaching of retailing in institutions at the college level. Collegiate teaching of retailing is a relatively new field, and it offers many advantages and attractive job possibilities that should not be overlooked by prospective retailers or teachers. Hence a brief account of the extent of this field and the requirements for it may be of value here.

Where Is Retailing Taught?

It should be noted first that there is a considerable variety of institutions offering training in retailing at the college level. The types of institutions generally offering this work are: (1) proprietary schools of retailing; (2) technical institutes; (3) junior colleges; (4) four-year colleges; (5) university schools of commerce; and (6) schools of retailing affiliated with colleges or universities.

The institutions listed here show that retailing is offered to students of varying levels of maturity (from sixteen or seventeen to the late thirties) and of various academic levels (from a diploma or a certificate to a master's or a doctor's degree).

What Courses in Retailing Are Taught?

There is, of course, a considerable difference in the kinds of courses taught in schools of the types listed here; and the greatest difference results from the extent of specialization. In some institutions, such as colleges

or junior colleges, there may be merely courses in "retail selling" and "retail store operation." This means that the instructor will be teaching other courses as well, perhaps in accounting or some other phase of business or economics.

In other situations the regular program in retailing comprises a full schedule of retailing courses for the instructor—perhaps three courses for juniors and three for seniors. This schedule might include marketing, advertising, store operation, retail selling, fashion, and merchandising; thus a broad background is required to handle the courses adequately.

At higher levels of specialization are the graduate schools and graduate departments of retailing where an instructor may teach only management, personnel, or merchandising courses. At the Research Bureau for Retail Training of the University of Pittsburgh, for example, the courses for one member of the staff are entitled "Merchandising Mathematics," "Buying Methods," "Stock Control," and "Merchandising Techniques." The nature of the courses frequently requires not only high degrees of specialization, such as that indicated above, but also requires types of backgrounds that may best be obtained in areas other than retailing. Thus, an instructor in art, fashion, interior decorating, or display might often have obtained his experience in those fields

Instructor David W. Blakeslee, of the Prince staff, discusses business organization charts with his class in the former library of the converted mansion in which classes meet.



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rather than in retail store work. Proprietary schools of retailing and technical institutes also have the work of their faculties carefully subdivided on some functional basis. Both the Department of Retailing at the Rochester (New York) Institute of Technology and the newly formed New York State Institute of Arts and Sciences at Utica offer intensive programs in retailing that require a large staff of specialists.

What Does the Work Include?

The work of an instructor in retailing may include co-ordination work (similar to that done by teacher-co-ordinators in high schools) in which he is responsible for placing students on co-operative jobs and assisting them in placement after graduation. An instructor who begins a program in retailing must make contacts with stores, work out a co-operative program if one is to be offered, and do many of the other jobs to be performed by distributive-education teachers. The schools that have the highest degree of specialization usually delegate this work to some one member of the staff, who is given a commensurately lighter course load. There is often research work to be done, and in graduate schools there is assistance to be given to thesis candidates.

What Are College Teaching Salaries?

Salaries in retail teaching are usually consistent with comparable jobs in other departments of the institution. Thus, as an instructor in a college or university, a person is likely to start between \$2,000 and \$3,300 whether in retailing or in some other department. The usual line of promotion to assistant professor, associate professor, and full professor pertains in most colleges and universities and with a wide range in salary scales: thus, an associate professor might earn between \$3,000 and \$5,500, depending on the institution; and salaries for full professors may go substantially higher. Generally speaking, the highest salaries are paid by the large universities. Compensation for summer work is usually in addition to the regular salary, and frequently there are opportunities for store work during the long Christmas recess.

What Are the Requirements?

Most employers are in agreement that the

kind of person they want on their faculties is one who is interested in both academic work and retailing. He must be the kind of person who can understand retail operations and have the respect of merchants and who, at the same time, is interested in sound scholarship and has a mind for research. A master's degree is usually desired, but not always required. Experience as an executive in a store is valuable and is usually a definite requirement. Schools that divide their subject matter into functional areas wherein one person teaches personnel, another merchandising, and so on, usually employ a person with the desired educational qualifications who has had recent successful store experience as employment manager or as an assistant buyer, for example.

Other factors being equal, retail-education administrators generally would choose someone with these professional qualifications and a limited teaching background in preference to an experienced teacher with limited professional experience. One of the major problems in maintaining a well-qualified faculty is keeping closely in touch with retailing developments. A person who has obtained useful work experience in a store is not only likely to be well informed as to current practices in retailing but also will generally be more interested in keeping up his contacts with the field. He—or she—can better command the respect of students and of merchants, both groups being highly suspicious of "too much theory."

There are also attractive opportunities to supplement one's income through part-time or evening instruction in retailing at the college level. Many schools offering specialized work in retailing employ experts on a part-time basis to present various subjects. At the Prince School of Retailing, for example, courses in Business Law, Labor Relations, and Buying Techniques are taught by a lawyer, a director of labor relations in a department store, and an assistant buyer, respectively.

As colleges continue to open departments of retailing and to expand their offerings in this field, opportunities for well-qualified college teachers will increase. People with an interest both in retailing and education might well give serious thought to the considerable opportunities in this field.

BUSINESS has gone in for teaching; so it is high time that teaching go into business—if only to study how business goes about its teaching. For several years, many of us have advocated that teachers go into business; that teachers more often visit business offices and stores, take part-time jobs in business during holidays and vacation periods; that teachers learn more about business, how it operates, how it functions. Some teachers have done this and are still doing it; but many, many more have not. For those that have not, let me point out that business has taken the initiative without waiting for you: business has gone in for teaching.

Let's review what some of the big businesses are doing about their teaching.

Nash-Kelvinator

Under the title, "A Vocation in Sales," Kelvinator is conducting an exceptionally thorough and comprehensive sales-personnel program to enable its dealers to rebuild their selling organizations for maximum productivity and to elevate retail appliance selling to a higher plane.

Look at the materials being used in this program! They include:

1. A hand-out booklet, already widely distributed, entitled "To a Man in Search of His Future."
2. A two-volume sales-training course entitled "The Way to Success in Appliance Selling."
3. A series of sales-training sound slide films on selling fundamentals and on Kelvinator household appliances.
4. A series of refresher bulletins for retail salesmen after they have completed the course.
5. A book entitled "Vocation-in-Sales Training of Retail Sales Organizations," for factory, zone, and distributor personnel.
6. A dealer guide book, "Getting Sales Results with the V. I. S. Program."
7. A dealer guide book, "The Selection and Compensation of Retail Appliance Salesmen."

The booklet on selling as a vocation, "To a Man in Search of His Future," was written for two reasons: first, because Kelvinator dealer organizations had been disrupted by the war and must be rehabilitated; and second, because of a sincere desire to help the thousands of young men who are trying to evaluate

Business Trains for SALES

HARRY M. BOWSER
Eastern Sales Manager
The Gregg Publishing Company

the future. The booklet is designed to attract capable prospective salesmen and to screen out others who are more likely to be better qualified for other vocations. A feature of this booklet is a self-evaluation test, prepared by leading vocational psychologists, by which a young man may determine to what extent he has interests and basic qualifications necessary to become a good salesman.

This sales-training course recognizes that best sales results can be assured only when a man with good basic qualifications has been developed properly through a practical and comprehensive training program.

Shell

The training of gasoline dealers is not an easy one because the vast majority of them are not company employees, but independent merchants who conduct their own independent businesses. About four-fifths of the gasoline service stations are so operated. On the other hand, a gasoline dealer must be a Jack-of-all-trades. He must understand the lubrication and maintenance of a complicated mechanism—the family car. He must be an expert in the display and merchandising of dozens of lines of traffic-related items. He is a buyer, seller, housekeeper, bookkeeper, mechanic, and manager all at once.

The Shell Oil Company has gone deeply into this problem of training the gasoline dealer for his multiple role. The training starts even before the agreement between the dealer and the company has been reached. Applicants for agencies are carefully investigated

as to their ability for and attitude toward this type of work. The applicant is provided with a copy of "Service Station Retailing," a handbook that presents the multifold problems of good station operation. Before the final agreement is reached, the dealer and the company have an understanding that Shell's standards will be maintained.

Shell believes in on-the-spot training, and the training of retail instructors is one of the most important phases of their training program. These retail instructors get their training through conferences that are held at the company's model service station in Brooklyn, New York. Here they receive authoritative instruction in driveway service, buying, stocking, display, pricing, merchandising, light repairs, lubrication, station housekeeping, and accounting.

An important tool of Shell's training program is their sound film, "Tomorrow's High Road," which was made by professional actors. It is the story of a returning veteran who becomes a service-station dealer and experiences all the headaches—the irate customer, the emergency night call—as well as the compensations of the business. Humor, pathos, and love interest supply continuity to the basic theme of the film: that the career of a Shell dealer offers the opportunity of earning security, an attractive income, and good standing in the community. The film is being shown before veterans groups, dealer groups,

prospective dealers, and educational organizations.

Hotpoint

This company has worked out a sales-training program designed to carry over the best and most fundamental features of its prewar experience in selling and to add those things learned through observation during the war years. The program is based on two principles:

1. Men will be trained in every phase of the construction, use, and application of peacetime appliances just as thoroughly as they were in handling weapons of war. They must "know them in the dark" just as they knew their rifles and machine guns.

2. Men will be trained, by means of maps, charts, and the printed word, in the various arts of making the sale, just as they were instructed in the matter of taking an objective. They will be told over and over again that the best way to capture a point is to follow orders.

The classroom technique of training will be one of the high spots in this training program and will be carried out through Hotpoint's Sales Development School. Of the many mediums used to acquaint dealer salesmen with the appliances they sell, Hotpoint has found none so effective as the classroom type of instruction. Classes will be conducted at various places throughout the country, and the same matter will be used in all the schools so that all Hotpoint salesmen will receive identical training.

Ortho

Ortho Pharmaceutical Corp., of Linden, New Jersey, is emphasizing speech improvement in its sales-training program. Ortho expects the following five things of their salesmen:

1. Voice quality that is clear, pleasant, and responsive to the thought in mind.

2. Vocal inflections that persuade rather than build sales resistance.

3. Articulation that is incisive enough so that buyers don't have to say, "What did you say?"

4. Pronunciation of both technical and ordinary words according to the standard most widely accepted by their educated clientele.

5. Because voice, articulation, and pronunciation are only part of the total speech act, they also expect their salesmen to know how to listen and interpret, in an optimum way, what the speaker says.

This program is based on the theory that through good speech a representative conveys a good impression of his own personality and of that of the company he serves.



"After that sales talk, I can't say no! Leave me one jar—on consignment."

American Gas

More than 100 companies have signed up for the new industry-wide sales-training program of the Residential Gas Section of the American Gas Association. This course consists of basic training, adaptable for all gas-company employees; and specialized training adaptable for residential gas salesmen, prospective salesmen, and dealer sales personnel.

The training program is in two sections:

1. A training course in "Fundamentals of the Gas Industry," designed to inform the salesmen on all phases of the industry with which they are associated.

2. A training course in "Residential Gas Salesmanship," providing additional group training for gas salesmen and gas-appliance dealer sales personnel.

The course in Gas Fundamentals is presented in three units; and the course in Residential Gas Salesmanship, in six units. Each unit of the courses comprises two sound slide films with records, a leader's guide to facilitate conducting the meeting, ten copies of a printed "case," and ten carefully printed illustrated textbooks.

Johnson & Johnson

The Johnson & Johnson sales-training program is unusual. The training is carried on through a series of sales refresher conferences, each of two weeks' duration. The conferences are held every three weeks, and fourteen to sixteen salesmen and one divisional manager are invited to each conference.

The first day of each conference is devoted to making the men feel at home and at ease. At this conference the history of the company is covered; and past, present, and future planning and management problems are discussed.

Because salesmen in general are inclined to take advertising too much for granted, a full session of the conference is devoted to advertising. This discussion is conducted by a representative of one of the leading advertising agencies and covers all phases of advertising.

Realizing that today a salesman must have the ability to talk clearly and convincingly before groups as well as being able to express himself to an individual, Johnson & Johnson assigns another full session to the chairman of the Speech Department of New York University. During this session ways and means of speaking more effectively are presented.

Approximately two-thirds of the conference time is devoted to product discussions. During these discussions each salesman takes the floor and makes an actual sales presentation, selling each product in a manner he has found to be most successful in his own territory. This gives each man present an opportunity to demonstrate his method of selling each one of his company's many products, and to observe and profit by the selling demonstrations of his fellow salesmen. This self-teaching phase of the conference is very effective.

Also included in the program are several "selling" films that are used to illustrate basic selling fundamentals. These films are shown, not with any intention of telling the men how to sell, but rather to stimulate their thinking and to point out methods that other men have found successful. All emphasis is placed upon the belief that selling is an art requiring individual skills and expressions.

To round out the conference activities, several entertainment features are arranged for each group. All expenses incident to the conference and its activities are paid by the firm.

I have mentioned only a few of the sales-training programs being conducted by big business. There are many others, including A. & P., Safeway, American Stores, Walgreen Drug Co., Encyclopaedia Britannica, General Electric, Celanese-Celluloid Corp., Chevrolet Motor Division of General Motors, and Globe Industries, Inc., Dayton, Ohio.

Yes, big business has gone in for teaching, and I believe that teachers would do well to compare some of their own sales-training programs as to content, materials used, and techniques employed with these comprehensive training courses of big business. Teachers might give effective vocational guidance by interesting more people in distributive education, especially those who have special abilities for selling. Teachers would do well to take a day off now and then to visit businesses, not only to learn about business but also to follow up graduates.

Business is preparing for a day of competitive selling—and no one knows how soon it will be here. Perhaps teachers and retailers can help one another solve their problems and in so doing help a great many young people find their proper places in the business world of tomorrow.

The Administrator Looks at the Typewriting Teacher



Fourth of an administrative series, by Los Angeles Supervisor of Business Education JOHN N. GIVEN

WHEN the school administrator visits the typing class of a good teacher of typewriting, he should find the teacher busy *teaching typewriting*.

That statement is meant to be neither facetious nor funny; it is meant to imply that too many typing teachers do not *teach*. The administrator who visits many classes is all too likely to step into a typing room and find the teacher at his desk busily grading papers, making out attendance slips, or doing other non-instructional chores—and ignoring the students. Blithely the students pound away on busywork exercises, developing all the worst techniques: incorrect stroking, faulty carriage return, looking at keys, slumping or stiffening at the machine, developing can-opener elbows, and so on.

The good teacher of typewriting is a *typewriting teacher* in the most active, verbal sense. He can typewrite, and frequently does. He demonstrates rhythmic patterns for his students to listen to and duplicate. He shows *how to handle a typewriter efficiently*—how to tabulate, how to insert and remove paper, how to handle multiple carbons, how to chain-feed envelopes—and the tricks of the trade. The teacher need not be a speed artist; but he can demonstrate at least at 50 words a minute.

The typing teacher sets the pace for drills, illustrates new techniques, demonstrates, demonstrates, demonstrates. He inspires and guides his students by his own performance.

Like other teachers in the department, the typing teacher is a *business teacher*; so, like the others, he, too, should have had occupational experience within the past five years. Moreover, he uses that experience to select materials and techniques that will be most valuable to his students. For each new appli-

cation, he gives his class the perspective of actual business practice.

What to Look For

The school administrator, whether or not he is a business educator, can gauge the instruction by watching for these things:

1. The teacher is *not* at his desk. If the class is engaged in an activity during which the students ought not to be interrupted (as, for example, in a timed writing), the teacher is using the interval to note the specific technique deficiencies of each student.

2. Every student begins to typewrite within a few seconds after entering the room—a warmup routine is firmly followed.

3. While students are doing their work, other than timed writings, the teacher patrols the aisles, correcting techniques, giving suggestions, whispering a word of caution here, indicating remedial activity, helping students evaluate their work, and so on.

4. The teacher makes the *why* of every activity clear.

5. The activity of the period is varied. In the beginner's class, the teacher is particularly on guard against fatigue, for he knows that fatigue invites poor techniques; he rarely permits students to work longer than 15 minutes on one type of activity.

6. There are numerous "pressure" exercises to develop speed with accuracy.

7. In beginning classes, all students begin each activity together, even though some get more done than do others.

8. There is an atmosphere of self-analysis, self-development, personal responsibility, and pressure-for-purpose evidenced by students.

9. The teacher demonstrates. He types—often and well!

A paraphrase of Mr. Given's initial article in his "The Administrator Looks" series, made with apologies but spirit, by

RUBY LINDBERG

Reedley High School
and College
Reedley, California

Rebuttal—the Business Teacher Looks Back at the Administrator

THE administrator has a right to expect certain qualities in his business teachers. For the purposes of this article, however, let us analyze the characteristics of the superior administrator under whom the business teacher would be happy to work.

Certain attributes are self-evident. The superior administrator has the necessary skills himself. He has a satisfactory background of training and experience. Though he does not teach a class, he has the ability to handle any classroom situation. He possesses an acceptable personality. The teacher has a right to expect these attributes, though he had nothing to do with appointing the administrator.

But there is much more needed for the successful administrator than these competencies. In saying this, we do not deny the importance of a background of skill and knowledge coupled with an agreeable personality—we start from that supposition; we do not conclude with it.

The school is a complete unit. Students, teachers, and administrators must live together co-operatively, harmoniously, and without friction. The extent to which "personalities" and "complexes" color the total school scene determines the extent to which we have the "pulling and tugging" that destroys a co-ordinated and functioning school program.

Accordingly, every business teacher has the right to see expressed by his administrator in thought, action, and purpose the following qualifications:

Appreciation of Showmanship. The skillful administrator will encourage his teachers to carry on in reasonable measure one of the great attributes of teaching—showmanship. Not the side-show or circus variety, but a masterful staging of the lessons in a thought-

provoking, interesting, and intelligent manner. He will, if the teacher lacks them, help to get enthusiasm and imagination. He will encourage and direct in a kindly manner away from the rut of "the same old thing in the same old way."

Interest in His Teachers as Personalities. The skillful administrator will consider the strengths of each teacher and the unique contribution each can make toward the learning processes by a policy of not "cramping the teacher's style." To the weaker teachers he will be a source of encouragement by giving suggestions and help in matters of lesson presentation, discipline, or other situations requiring attention. He will direct the subject-minded teacher to what should be his real interest—the boy or the girl. A genuine interest in the teacher's problems marks a good administrator.

Loyalty and Co-operation. A third and most important factor is the quality of loyalty. The administrator owes loyalty and co-operation to his teacher who has shown ability coupled with faithfulness. If good work has been done consistently, he will let the teacher know it by not by-passing him when there is an avenue of promotion. When a chairman, a supervisor, or a head is needed, a loyal administrator will not look over to fields afar before he considers the resources of the faithful, competent members of his own working crew. There is more than one way to demote a teacher, and such by-passing is tantamount to demotion.

These, then, are the qualities of a superior administrator: an appreciation of the teacher's strong points, interest in him as a personality, and loyalty and co-operation with him in furthering the interests of the school.

Teaching Aids: Picture Stories

ETHEL BEATTY SMITH
Jamesburg High School
Jamesburg, New Jersey

EVERY person, when given a class picture, first looks for his picture in the group. There is something about our ego that makes us all much more interested in a picture of ourselves than in one of a stranger. Next in line for interest is a picture of someone we know. This is a motivation we teachers can use. Instead of analyzing this interest as a selfish trait, let's acknowledge it as natural and profit by using it to develop interest and enthusiasm in our classes.

We can take pictures of our pupils posed to illustrate any information we want learned. A camera can be effectively used to supplement our other visual teaching aids. If you have a camera club in your school, its members will be glad to take the pictures for you. Even in a small school, there is always someone who has a 35-mm. camera. One film of 36 exposures is all that is needed to use this project method in an average class. Divided into groups of four, that means nine educational ideas can be illustrated and posted for others outside your immediate class to profit by. These pictures are like a magnet and, when used as a bulletin board display, will attract all who pass by and invite them to stop to read the picture story.

The four pictures shown on the next page were displayed on the bulletin board at Jamesburg High School. This particular picture-story project was the outgrowth of a discussion in our retail-selling class. We had talked about how the commercial law the pupils had studied would help to make them better salesmen. The three girls in the pictures built their project around the thesis: "In selling any item, it is important for the seller to know exactly when title passes."

The story accompanying the pictures on this project is longer than I recommend; but, because of the nature of the subject matter,

the following narrative makes the educational principle clearer for those who had not studied law:

In selling an item, the seller must know exactly when title passes.

Title to merchandise usually passes when the parties intended it to pass. If, however, the parties do not express their intent definitely, the determination is sometimes quite difficult. If a salesman knew this he would be more careful definitely to express the time when title shall pass.

Under the Uniform Sales Act, the bicycle in the first picture is defined as "specific goods" because it has been selected and paid for. If the bicycle had not needed repairs, title would have passed; and the new owner, Joan (the girl who purchased the bicycle), would have suffered the loss. If the bicycle had been unascertained goods (that is, one of many and not set aside), it would have been classified as unascertained chattel, and title would not have passed till the bicycle had been set aside.

This particular bicycle is sold, but not in a deliverable state. The seller is going to have the light fixed. In this case, according to the Uniform Sales Act, title does not pass until the light is fixed. The bicycle is stolen before the light is fixed; so, the answer to the question is: The seller, Mary, suffers the loss.

If the bicycle is sold on approval, even if it is delivered to the buyer, title does not pass till the buyer signifies by word or act his approval.

Application

My salesmanship picture-story projects were organized after the class had analyzed the content of pictures in several picture magazines. The pupils analyzed the interest appeal, arrangement, and word explanations and compared them with what they had studied about advertisements.

Co-operation was encouraged by allotting only one picture for each pupil in the class but allowing as many of the pupils as necessary to contribute their pictures to a group project. Some pupils found that they needed as many as four or five pictures to illustrate their ideas, and they persuaded some friends to contribute their allotted pictures and to assist with the plans for their project.

In our school, we are now working on picture-story projects in our office-practice class. I have found that this project method stimulates interest, ignites enthusiasm, fixes an educational principle, and creates a lasting impression. This method is a visual teaching aid that can be readily adapted to any subject matter, in any class. It is one that has helped to make learning easier—teaching more fun.

PICTURE PROBLEM:

**A bicycle is sold but
is stolen before it is delivered**



Joan (in the suit) likes Mary's bicycle. She buys it. She pays cash. However, the light does not work; and Mary promises to have it fixed before delivering the bicycle to Joan.



When the girls walk away from the bicycle, a stranger slips up and steals the bicycle from its position by the tree. Neither Joan nor Mary knows the thief.

Who loses?



The girls turn around and discover the bicycle is gone. "I am so sorry, Joan," says Mary, "that you've lost the bike you just bought."

"I lost?" asked Joan. "Why, you are the one who has lost. You haven't delivered my purchase yet; so the loss is yours!"

"No—it is yours. You paid for the bicycle," replied Mary.



WHAT IS THE LAW?

A Q-SAGO OUTLINE

In each Q-SAGO outline, provision must be made for one activity that, while valuable and helpful, is simple enough for each pupil to do and from it learn the main goal of the unit. In the advertising unit this activity may be described as "Analyzing Ads."

The required project of "Analyzing Ads"¹ may be in the form of a notebook or a loose-leaf folder. Each pupil selects a product or service in which he is interested. Individual work can be fostered by a variety of choices. The project should contain three divisions:

1. Illustrations of ads are analyzed for facts and puffs (exaggerations) and given a final rating. The notebook should contain an ad from each of the following: magazine, newspaper, package, radio program, or a novelty. Each ad is analyzed for:

a. *Facts*, such as cost, content, size, grade, quality, and so on. Indicate a fact by under-scoring or encircling it in blue ink or crayon on the ad.

b. *Puffs*, such terms as "invigorating," "finest," "enjoyable," "delicious," and others, or pictures and designs attracting attention. Indicate the puff by marking it in red to show the danger in these exaggerated statements.

c. *Rating* of each ad. The rating should be an estimate of the proportion of a and b. For example: 80 per cent puff, and 20 per cent fact.

2. Readings about the product advertised. Written notes may be made from (a) *Facts You Should Know* booklets of the Better Business Bureau, (b) *Consumer Research Bulletins*, (c) *Consumer Union Reports*, (d) *Consumers Guide*, (e) *Hygeia*, (f) *Better Buymanship Pamphlets*, (g) and many textbooks and references.

3. Report. As a conclusion to the project, the pupil will write about his findings and beliefs. He may answer these questions: Did your advertisements give you more or less information about the product than did your readings? (For example: compare a cosmetic ad with *Facts You Should Know About Cosmetics*.) If less, why? Do you believe the consumer should be told more facts? How will consumers use ads with facts? Have you a different viewpoint about ads than you had previously? What will be your attitude toward advertising in the future?

¹ Simplified and revised form taken from "Learning to Use Advertising," Consumer Education Study, Unit No. 2.

QUESTIONS — whose answers lead students to grasp concepts

1. What is . . . advertising? What is its extent? What are the different forms or media? What is its cost?

2. Who renders the service to us? Is it efficient? How can it be improved? By whom?

3. Who benefits directly? indirectly? to what extent?

4. What should consumers know? Is the advertising factual? emotional? What are emotional appeals? What agencies protect the consumer?

5. What vocations are involved? Who works at them? What do they do? What is the job of an advertising solicitor? copy writer? artist?

6. What personal skills are needed? Do you have them? What particular skills do you need for each of the different advertising areas? Where does arithmetic fit in? Vocabulary?

7. What personal traits are needed to solicit advertisements? to write ads? Do you have them? What is the popular concept of an advertising executive?

SUBJECT matter — reference for finding desired answers

Consumers' Economic Life, pages 59-72.

Consumer Economic Problems, pages 153-170.

Consumer Training, pages 54-59.

Our Business Life, page 351-355.

Functions of Business, pages 86-93.

Learning to Use Advertising (all in unit).

Facts You Should Know About Advertising (pamphlet).

Count Your Characters (A Guide for beginners in Retail Advertising Copy Writing).

(Note: Required background reading will be in whichever text is basic in the course.)

This project helps even the dull pupil learn how to use advertising as a service of our business system. If he should select "hosiery" as his product, criticize its ads, read *Hosiery* (Better Buymanship Series), and write a few observations, he will be less susceptible to the exaggerated claims of advertising. The better pupils will criticize,

LINE FOR A UNIT ON: "ADVERTISING"

A

CTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

1. *Display.* Different forms of advertising (actual or copies).
Report. Importance of advertising to large stores.

2. *Visit.* Local better business bureau.
Skit. "We didn't get last night's paper."
Panel. Methods of financing publishers and radio stations.

3. *Dramatization.* Mother shows her new daughter-in-law how to use advertisements.
Essay. Why pays the advertising bill?

4. *Collection.* Cartoons (or other single item) in advertisements.
Notebook, "Analyzing Ads."
Contest. To select from local paper the full-page ad with most and least "puff."

5. *Chart.* List of advertising jobs from "Dictionary of Occupational Titles."
Report. How they prepare ads for . . . store.
Poster. Advertising jobs available in the community.

6. *Demonstration.* By advertising manager of high school paper.
Talk. By advertising manager of local paper: importance of English, and so on.
Exercise. Write an advertisement (50 per cent factual and 50 per cent trade puffs).
Exercise. At 50 cents a line, how much does local paper earn on its want-ads?

7. *Skit.* Selling a local concern an advertisement in your school annual.
Panel. Advertising—a consumer or vocational interest?
Report. How the movies portray an advertising man.

G

OALS — basic concepts to be emphasized in every unit

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.

O

BJECTIVES—
basic business concepts made permanent

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

7. Development of the desirable attitudes and characteristics demanded of all business workers.

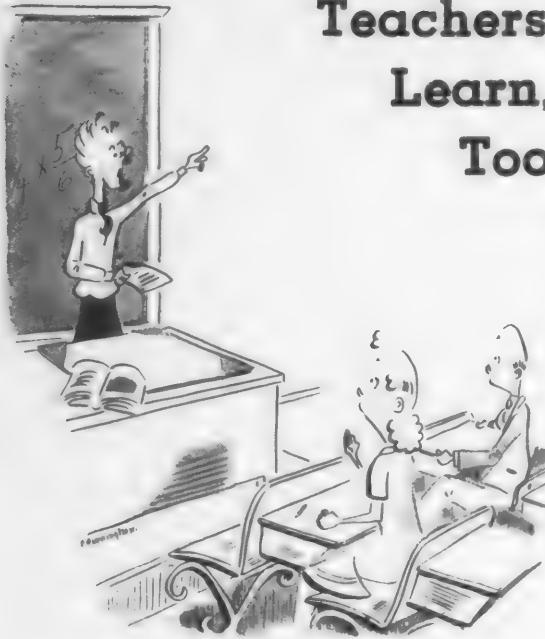
read, and investigate more, and write even better reports.

Posttest Conclusion

Near the end of the unit, the same advertisements shown to the class on the opening day of the unit will be used as a posttest. The pupil will again rate them good, fair, or poor.

If, by comparison of the pretest and the posttest, the pupil shows he has learned to judge advertisements, then the teacher will be pleased at the educational growth of the pupil.

The clever teacher will have avoided any discussion of the pretest, and only after the posttest will final conclusions about the advertisements be drawn.



Teachers Learn, Too

Comptometer School—and witness demonstrations of the equipment in *their* office-practice laboratories.

We always visit some offices, too; such as those of the Northwestern Fire Insurance Company, the First Seattle National Bank, and others. We traditionally make a point of being guided through the demonstration shop of the I.B.M. office, where my class is introduced to key-punch machines, sorting machines, and other automatic equipment that few schools have.

True, the students do not have an opportunity to develop skill in the use of the equipment they see; but they see it in operation; and, at the same time, they have an opportunity to feel and to note the pulse of business practice. On their homeward journey, the students buzz with the excitement of reviewing what they have seen. They talk about the perfection of the duplicated work they saw in the local A. B. Dick office and the

local Ditto office. They discuss the desk-drawer arrangements they saw in the office-equipment display room. And, when they return to their textbooks the next day, the illustrations have suddenly gained a third dimension.

We Take Charge

For another device, I volunteer the services of my students whenever possible; for I know that one way to develop initiative and poise in students is to press responsibility upon them.

Thus, my office-training class took charge of a PTA Hobby Show that lasted an afternoon and an evening, and did all the clerical and receptionist duties involved in registering and guiding the visitors to the show.

Each year the class produces a "Business Career Show" for other students. Members of the class give talks on various kinds of business jobs (but stress office work), demonstrate the use of such equipment as we have, discuss where business training can be obtained, and so on.

Within the framework of any school, despite the limitations that a small school must admit, there are many opportunities for planning excursions and for undertaking responsible work that will bring benefits that all the equipment in the world could not bring.

What? No Equipment?

CAROL SMITH NELSON
High School
Kent, Washington

ARE YOU one of those small-school business teachers who frequently say apologetically, "No, my office-training course isn't *really* vocational. We don't have the necessary equipment"? Are you one of those teachers who feel that they cannot get beyond the rims of their secretarial-training textbooks?

I was such a teacher. I still say to my colleagues, "No, my course isn't so vocational as it could be if I had equipment"; but I have found some compensations.

We Go Visiting

For one thing, I take my class visiting. I know that some business firm sells the equipment I'd like to have—so I take my class to see it in showrooms and in offices. That's just the starting point, of course—the excuse on which I can justify getting my class out of school, into a bus, and on the way to the nearby city of Seattle.

Arriving there, we visit (thanks to neatly arranged advanced plans and requests) many Seattle educational institutions—the University of Washington, the Metropolitan Business School, the Edison Vocational School, the

A Canadian Studies Trends in Education

C. C. GOLDRING
Director of Education
Toronto, Canada

Speaking before the Business Educators'
Association in Toronto

AT LEAST two trends in business education are being emphasized. Neither is very new—if either were new, it would not yet be a trend, of course—yet both are important.

The first is a growing recognition that the work of preparing young people for business must include training them in good work habits and instructing them so that they may read with understanding, write with legibility, compute with accuracy, and speak with correctness and facility. These are minimum essentials as basic as vocational skill, in the requirements that are cited by employers for graduates of business schools. Accordingly, systematic attention to these essentials is being given in more and more schools.

The second is the growing recognition of the importance of co-ordination. The time for experimentation has passed. An increasing number of business teachers and businessmen are meeting together to study suitable standards. Many studies have come into existence during the past few years to set down specifically the desired levels of basic skills, the extent of business knowledge, the nature of personal characteristics, and the over-all requirements for success in jobs at various levels. We should be grateful for these studies, for they give us statements that can be understood by both teachers and pupils. These statements must be analyzed, and they are being analyzed, so as to set up objectives attainable by the serious student under competent instruction.



A by-product of this second trend has been the more general realization that there are many places of employment in which high standards in certain specific skills may not be necessary. For example, not all successful employees in business require an expert knowledge of shorthand or bookkeeping. We must continue, through co-ordinated efforts of teachers and businessmen, to analyze the work done by various employees and to determine the training that will best fit students to discharge their duties at each level. There are places in business for the boy or the girl with a 90 I.Q., just as there are places for those with an I.Q. of 120 to 130. Presumably, however, the former will do different kinds of work; so they do not require the same preparation.

The Effect of the War

The war affected educational thought in many ways. One of the most obvious is that people generally acquired a new concept of what could be accomplished by the schools. At the end of the war, people had a higher opinion of the schools than ever before. Can we in educational work justify a continuance of that good opinion? This faith of the public in the schools is our greatest challenge today. To meet it, our schools must continue to serve the public well and to train the young in a highly efficient manner; and it is necessary to bring the work of the schools to the attention of the public in a variety of ways. To-

day, therefore, one frequently hears of the importance of "public relations" in a school system.

(As we think of world conditions today, we are aware that the chief world enemies are ignorance and misunderstanding rather than such specific objects as the atomic bomb. The great task of education is to banish ignorance and to create better understanding. The present world requirement is a colossal educational campaign.)

We in the English-speaking countries have accepted another important lesson from the war: that the strength of democracy lies in unity, based on differences of opinion. A totalitarian country, which attempts to control the thought and points of view of the citizens, might seem to have an advantage in cohesion at time of war; actually, however, the opposite proved to be the case in the recent world conflict. In all our schoolwork we must—and more and more teachers do—carefully defend that tolerance of individual expression and diversity of opinion which is basic to democracy.

Educational Theory

During the last twenty to thirty years many experiments have been carried on and new plans in education have been put forth. Some have been discarded and some have contributed richly to educational procedures. What are the permanent gains made during this period? Among these a high place must be given to the scientific study of children, which has tended to emphasize the variation in abilities, aptitudes, and interest. This has resulted in a recognition of the fact that educational procedures must be adjusted to meet these individual differences in girls and boys. By common agreement, it is now felt that curricula should be based on individual differences and on the experiences of children in community life, because the child's education should be closely related to his experiences in his community.

Another tendency of the past few years has been to emphasize the need for purposeful learning. There was a time, not so many years ago, when some children were allowed to flounder considerably and so did not always perceive the end in view. Most school people now recognize, however, that girls and boys are simultaneously developing morally, intellectually, physically, and spiritually. It is also

recognized that there should be a purpose clearly perceived by both teacher and pupil in their daily school work.

Equality of Opportunity

During the last year or two, serious attempts have been made to bring equality of educational opportunity nearer to realization. This year the people of the British Isles are trying to equalize educational opportunity: All pupils above the age of eleven must in the future have a secondary-school education. There will be three types of school courses to provide facilities for children with different interests and abilities. Every attempt is being made to have the public hold in equal esteem each of these three types of schools or courses. For example, schools for children in the lower ability groups must have facilities and accommodations equal to those provided for the brilliant children. The teachers in all types of schools are to be paid on an equal salary schedule, and they have somewhat equal requirements.

In Sweden, also, the authorities are trying to bring about equality of educational opportunity on the secondary-school level—by means of scholarships. During the present school year, Sweden (with a total population of about seven million people) will award scholarships of over a million dollars to secondary-school pupils, on the basis of ability. Each recipient will be given 540 crowns per annum to recompense his parents for the work he might do if he did not go to school. By this plan it is hoped to progress toward placing country and town pupils on a basis of equality, financially, and educationally.

In Denmark one of the chief aims in education at present is to improve rural education. In the future, all rural pupils must attend school from the age of seven to fourteen; and all rural schools must have a gymnasium and showers, woodworking room, home-economics room, library, and athletic field. The purpose: to bring the facilities for rural children up to the level of those enjoyed by urban children.

In the United States a plan is under consideration by which a minimum of \$40 per child per year will be available for educational purposes. If the income of a state is not sufficient to provide this sum, the Federal Government will make up the deficit.

In this connection, too, mention should be made of the attempts in various countries to provide better educational facilities for those in the lower mental groups, for whom many secondary schools do not provide adequate courses. Most of the democratic countries are keenly aware of the necessity of providing adequate educational opportunities for pupils of all types, and it is recognized that in the past not enough has been done for the lower 50 per cent.

Nationalism in Education

As one travels in countries in Europe one is constantly aware of the nationalist purposes of education. Nationalism is increasing *taught* in the schools: pupils are being taught that they are being educated so that they will be able to do work of national value. The idea is perhaps not so prevalent on this continent.

There are striking examples, however, of countries that have improved their material resources and standard of living by means of education. Denmark is not intrinsically a wealthy country; the soil is sandy, the country has few minerals or forests, and before the war it was surrounded by wealthy neighbors; but, by means of education, technical training in industry and in farming, the standard of living has been raised, and the future of Denmark looks bright very largely as the result of a sound educational system.

The same trend was emphasized in the United States recently when the 1947 Year Book of the American Association of School Administrators defined the central purpose of the schools as that of "strengthening, improving, and unifying American life."

Summary

These, then, are the trends in education that are significant to every business teacher: the growing attention to broader bases of vocational training, and the increasing practice of co-ordinating our training programs with employers, in your own field of commercial education; the emerging recognition of the individual nature of the learners—and the importance of preserving that individual nature in a Democratic society; the serious efforts being made to equalize educational opportunity for all children; and the growing feeling that children should use their training for the state as well as for themselves.



FEATURES

SISTER MARIE FRANCES, S.S.M.

Saint Joseph's Business School
Lockport, New York

A skit that is both educational and entertaining is one that presents a series of "portraits," each depicting a stenographer taking dictation. A regular auditorium stage may be used, or a "picture frame" of cardboard or wood large enough to enclose two persons, a desk, and two chairs. Give each member of the audience a "voting" slip.

COMMENTATOR: "We are in search of Miss Model Stenographer of our school. To assist us in this search, we are going to ask you to judge a series of candidates who are applying for that title. We shall show them to you one at a time, each taking dictation from an employer; and we ask you to indicate which one gives the best demonstration. The picture of the winner and her dictator will be printed in (the name of the local newspaper)."

In order to emphasize good stenographic techniques and to give the audience a guide by which to judge the candidates, place in the hands of the audience a list of techniques or have them explained from the stage.

The "portraits" are given in a series. Each employer dictates the same letter at about the same pace; and, when he is through says, "That is all." The secretary rises, turns to go, but is called back (to take dictation standing) for a telegram. The letter used and telegram should each contain at least one name of unique spelling.

COMMENTATOR: "Please mark your ballot and pass it to the aisle."

Ushers collect and count the ballots. While they are doing this, the employers and stenographers return to the stage to discuss as a panel the problems their demonstration had encountered. The employers, who should be local businessmen, may comment on additional problems that stenographers meet.

COMMENTATOR: "The ushers have given me a report of the winner. I am going to ask Miss —— and her dictator, Mr. ——, to step forward and be photographed!"

While audience applauds, a banner "Miss Model Stenographer" is placed on the winner, and the photograph is taken.

Skit of the Month

The Model Stenographer

"Aim at Only One Skill-Building Objective at a Time"



This is the fourth of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

IT IS too easy, unfortunately, when teaching shorthand or any other skill subject to teach monotonously, using the same lesson plan day after day, merely changing page numbers in the text. Building shorthand skill is a complex activity made up of several simple activities. By concentrating on one of these simple activities at a time instead of trying to achieve all of them everyday, the teacher not only accomplishes more but also is able to arouse student interest and maintain it at a high level by eliminating monotony.

I have found the best teaching device for this purpose is a recurring cycle of objectives. In the day school this cycle could be composed of five objectives—one for each day of the school week. In the evening school the assignment could be reduced to four—two for each of the two evenings a week. The number of minutes allotted to each objective must be decided by the individual teacher. I can promise you that, if you will give this device a fair trial, you will never discard it—and you will never be bothered by monotony.

Let's break down shorthand skill building into some of its parts and consider how to improve our teaching of each part.

Passing

The art of passing rapidly from one outline to another is a primary factor in rapid writing. Martin Dupraw, the world's shorthand champion, and all the other top shorthand writers can write twice as fast as the average shorthand writer; yet, not one of them writes an individual outline much faster, if any faster, than the average shorthand writer. Why is it then that in writing connected matter they soon leave the average writer away behind? One reason is that they pass faster.

Are your students as conscious of the spaces between the outlines as they are of the outlines themselves? If they are, they realize that it doesn't take long for these spaces to add up to feet and yards. In writing only one sentence, the hands of most writers would travel an inch in passing between outlines and take their pen away from and place it back on the paper several times!

The best way I know of to convince students that the hand of the shorthand writer has to pass as well as write is to have them take a ruler and measure the length of each space on a page of their shorthand notes and add all these lengths together. After they do so, they realize that a portion of the time we customarily think to be taken in writing shorthand is spent in not writing shorthand, but in passing from one outline to another. It is evident, therefore, that the student who wishes to write more rapidly must constantly strive to pass more rapidly.

A student cannot learn to pass rapidly when writing individual outlines, stopping after each outline, or when writing leisurely with his entire thought on just "getting it down" regardless of speed. The maximum amount of practice, therefore, should be on connected matter written against time. The teacher should periodically say to his students, "Today we are going to practice to pass faster between outlines." An immediate improvement in the students' speed will result.

The student must understand, of course, that, as Doctor Gregg has often said, rapid passing depends primarily on the rapid application of the theory principles. Rapid passing results from the speeding up of the mind so that it will send its messages to the hand faster. Nevertheless, I have found that merely

to tell the students that the better they know their theory the faster they will write is not enough. I have seen some slow writers who could pass a shorthand theory test with a grade of 100 per cent.

Phrasing

Skill in intelligent and spontaneous phrasing is another major skill-building objective. It should be stressed at least once a week by the use of special phrase drills and letters packed to the maximum with phrases. Phrases are written according to well-defined principles. The teacher will find that he can accomplish much more in building phrasing skill if he concentrates on those phrases that illustrate only one principle at a time.

For example, the use of *t* for *to* before a downstroke; *b* for *been* following *has*, *have*, and *had*; *s* for *as* when repeated in a phrase; the blending principle; and so on.

I have yet to find a class of students that does not thoroughly enjoy the writing of phrase letters. The letters are easy to write, and the students are able to reach speeds far beyond their speed on ordinary letters. They get a thrill that carries over into their regular dictation, and their course requirement of 100 or 120 words a minute does not seem difficult to achieve.

Can't you visualize the difference in the reactions of those students who hear their teacher say at the end of a class period, "Tomorrow study pages so and so," and of those students who hear their teacher say, "Tomorrow we are going to work on some special phrase letters packed with phrases in which *b* is written for *been* and *t* for *to*. Each one of you will probably be able to write some of these phrase letters at more than 160 words a minute!" No monotonous routine in this class.

If your textbook does not contain a series of special phrase letters, you will find it easy and very interesting to prepare your own phrase letters. Be sure to read Charles E. Zoubek's report of a recent study made by him to determine the frequency count of business-letter phrases. He has analyzed over 250,000 running words taken from nearly 1,500 business letters. From this analysis he has ascertained the 3,000 most-used phrases in business letters. The February and March issues of the B.E.W. will contain a full report of this study.

Twenty Words More a Minute

Many teachers require students to increase speed on practiced matter twenty words a minute before passing on to the next take. I do myself, but I am continuously striving to reduce the time required to achieve this result. I find that the increase does not come so much from the repetition of the matter as from the attitude of teacher and students.

For example, when I tell my students that an increase of twenty words a minute means writing only one word more every three seconds, I have made the goal seem so simple that they tackle the job with the feeling that it is easy and well within their ability. So, instead of asking them to write twenty words more a minute, I say to them, "Now I am going to redictate this take, and I want you to write just one word more every three seconds." I stop at the end of each minute and ask how many have succeeded thus far. Generally, they all raise their hands. I don't question their truthfulness. I know that they are doing the best they can.

All through this procedure I am coaching contestants in a race rather than teaching students shorthand. Shorthand is easy. Why spend so much time teaching it as if it were difficult! Let's spend more time keeping our students alert, on their toes, using what knowledge and skill they already have to the maximum every second.

One-Minute Progressive Speed Building

A problem facing the advanced shorthand teacher is the problem of developing his students' skill to a point where they can write for five minutes without breaking.

Many teachers try to solve this problem by teaching the student more shorthand. For example, if a student breaks at the end of the fourth minute in a five-minute take and makes many mistakes in the shorthand outlines written during the fifth minute, the teacher will correct the incorrect outlines and have the student practice the fifth minute and then redictate the take. To prove that this is not the best remedy, the teacher need only transpose the fifth and the first minute so that, when he redicts the take, the student will write the fifth minute in the first minute. The teacher will then find that the student has written correct outlines for this fifth

minute and has made mistakes in the original first minute when it is dictated as the fifth minute.

Do you know how the instructors in the Gregg School of Shorthand Reporting solve this problem? They dictate mostly one-minute takes to build higher speed and give only one five-minute take each day to measure the increase in speed. While the student is striving to pass the official 200 Diamond Medal test, he will be practicing on one-minute takes that will run as high as 250 words a minute!

The speed-building principle back of this procedure is that before a student can write

for five minutes at any given rate he must be able to write at a much higher rate for a minute. As his one-minute rate increases, there is a relative increase in his five-minute rate. This relationship may be more clearly understood by looking at these illustrations.

Student's Present Rates

1 minute	80 words
2 minutes	75 words
3 minutes	70 words
4 minutes	65 words
5 minutes	60 words

By practicing one-minute takes dictated at gradually increasing rates, the student finds that, after he has written for one minute at

Teachers' Analysis Chart

Errors	Causes ¹	Remedies ²
Misstroke	Typing too fast; poor automatization; reading too fast; weak spelling	Practice, with sharp, precise, fluent strokes at slow-to-fast rates, the words and phrases containing each misstroke, emphasizing the pronunciation of each character.
Omission	Example: <i>ap le</i> . Hits key off center; carriage sluggish; reads ahead of word being typed	Emphasize sharp, precise, separate strokes applied with uniform rhythm and carefully aimed at key centers. Sharpen mental control by requiring pronunciation of each character at all but fastest speeds. Pace drill with demonstration machine by calling each stroke as a command.
Substitution	Weak "copy getting" or stroking; misdirected attention	Retrace learning steps from groping stage through high-speed responses on the weak strokes, emphasizing vivid thinking and stroking by pronouncing each character while simultaneously delivering well separated, sharp, precise strokes at slower speeds; then reach out for highest possible speeds of stroke groups containing the particular characters showing weakness.
Transposition	Poor vision; bad light; faulty automatization; misreading; reads too far ahead; types too fast for control	Correct physical conditions if possible. Stress rhythmic stroking in practice on particular words and phrases. Emphasize relaxation after well-separated, slower strokes as basis for improved control at higher speeds. Continue pronouncing each character vividly at slower speeds to improve necessary mental control at all speeds.
Faulty tabulating	Technique of depressing tabulator key or bar is not positive	Set left margin at 10; tab stop at 50. Drill: Type <i>f</i> at 10, tabulate, type <i>j</i> . Substitute one or more words or stroke-count numerals for <i>f</i> and <i>j</i> . Repeat same drill for speed and precision.

¹ Some of these errors, such as "omission" and all the types of errors listed beginning with "skips between letters," may be directly caused by damaged or misadjusted typewriters or by unsteady tables. The teacher must determine whether or not the machine and equipment are in proper condition in order not to waste precious time correcting an inaccurately diagnosed difficulty. The temporary cure for any error, when using poor equipment, is to work as slowly as necessary to produce passable results.

² The teacher should show students how to carry out remedial practice, demonstrating to the students as a group precisely how to carry out each type of practice; then drill them before permitting them to try to execute such remedial assignments alone.

100 words a few times, he has also increased his other rates on the same material. Here are his new rates:

Student's New Rates	
1 minute	100 words
2 minutes	95 words
3 minutes	90 words
4 minutes	85 words
5 minutes	80 words

The use of one-minute takes in building speed should be put at the top of your list of shorthand teaching "musts." I have termed these takes "One-Minute Progressive Speed Builders," a name that is doubtless familiar to you through its use by teachers of typing. A

more detailed use of this one-minute dictation will be given under a subsequent commandment in which I shall describe the Pyramid plan of dictating.

THESE four factors of shorthand skill suffice to illustrate my fourth commandment. Others will occur to you if you will reconsider your present lesson plans to see where you can eliminate monotony and obtain the maximum participation of each student in your skill-building program. Arrange the factors into a skill-building cycle, and let that cycle help you break all your shorthand teaching records!

for Typewriting

Skips between letters	Employs a slow stroke; holds and vibrates on key; may strike space bar accidentally. May be sitting too high.	Raise typewriter or lower chair. Retrace learning steps on words in error—from very slow rates with full relaxation between strokes to very high rates as stroke improves. Aim for clean-cut strokes, rhythmically spaced in motion (not as to sound). Practice short-word sentences, such as: It is the duty of a girl to do me a good turn and she can if she is to do so.
Skips between words	Slow space-bar motion of thumb; copy hard to read; may read too fast. Typist sits too high.	Retrace learning of thumb-spacing action on material in error, typing phrases at gradually increasing rates, but each typing at one uniform rate. Emphasize rhythmic motion—same for thumb as for fingers—also uniform intervals and power for each stroke. Train mind to command fingers, stroke by stroke, until new spacing habits are fixed. Raise typewriter or lower chair seat.
Failure to space	Incorrect or poorly timed thumb action; misdirected attention	Practice thumb action for spacing as the final stroke in each rhythmically typed word. Allow one beat for space. Deliberately <i>will</i> each space-bar stroke until it becomes automatic. Use matter containing errors; also short-word sentences.
Piling and crowding	Incorrect stroke technique; poorly timed or held strokes; tenseness; thought and action lack precision and coordination	Increase relative proportion of practice done at slow and moderate speeds with emphasis on pronouncing each character as a command by typist. Force each word, phrase, and sentence to highest possible levels.
Flying caps	Poor timing of shifting and character strokes	Retrace learning steps, tarrying only briefly on slow execution of shifted strokes in material containing error. Emphasize swift, well-timed shifting-and-typing operations immediately merged into word and phrase practice on the material in error. Typist to pronounce characters and try to type each simultaneously with calling. Emphasize immediate relaxation at very slow rates.
Marginal errors	Fails to hear bell; uncertainty or poor carriage-throw technique	Carriage throw drills; learn to sense timing and recognition of bell tone. Emphasize throwing action and proper power required.
Insertion of extra letters, repeating words.	Watches machine while typing; types or reads too fast; poor vision	Check eyesight—glasses (?); practice at reduced speeds with "eyes on copy." Pronounce each stroke; maintain rhythm.

MARION WOOD
College of Practical
Arts and Letters
Boston University

GRACE V. WATKINS
Hamline University
St. Paul, Minnesota

AS CHRISTMAS vacation draws near, do your shorthand students complain that while the chemistry classes are spinning glass birds and the home-economics girls are in raptures over the spicy aroma of gingerbread men with raisin eyes, the shorthand class dully goes on its prosaic way without a trace of holiday excitement?

It needn't, you know. Why not have a shorthand party? You can do it easily, bringing excitement into your class, publicity to your department—and all without forfeiting learning experience. You can have a party without wasting precious class time. You'll find, as I have, that the following shorthand games can be both entertaining and fruitful.

To divide the guests into teams or groups for further games, a song contest starts the excitement. Each person is given a slip of paper on which appears a number and a word (in shorthand, of course!) from the title or the first line of a well-known song. During the scramble that follows, each group assembles; and the first group to decipher the title sings the song lustily, thus winning the game. At a Christmas party, carols are fun to use in this way.

"What do we eat on Christmas Day" (or Easter, or Thanksgiving, or in the spring, or at a Valentine party, or even at a picnic) will prove popular—and a good drill in shorthand. In this game, flash cards are held up one at a time, each card containing the name of some article of food associated with the particular occasion. The first person to call out the name of the object wins a point for his team. For a Christmas party, the list might include turkey, dressing, potatoes, plum pudding, cranberries, squash, and so on.

Next, we "trim the tree" (or fill the Easter basket). Guests are provided with paper and pencils and write in shorthand the name of each of several objects held up in turn. Ten objects are enough—such things as popcorn, a candy cane, a candle, tinsel, a star, silver, holly (beware, if you wish, of mistletoe!), snow, an angel, a Santa, reindeer, and so on. When the display is through, papers may be exchanged and checked against the correct shorthand

Shorthand

forms while the captains of each team write the words on the blackboard. Total the points on each paper, and give special credit for the captains' blackboard work. This game can be adapted to any time of the year. In the fall, it could be started with "When I was getting ready for school, I bought. . . ." In the spring, "When I go on my vacation, I shall need. . . ."

Any number of relays may be used for action games, of course. For example, one such relay consists of handling blocks of wood on which shorthand sentences are written. At the *go* signal, each leader dashes to the table, takes one block and passes it to one of his teammates, who returns it to the table, reads the shorthand to the judges, and picks up another block for his group. The winning team is the one that reads through its set of blocks first.

Instructions on things to do offer many game possibilities, too. Each student draws a slip from a box that tells him, for example, what seat to take. At the *go* signal, students scramble for their places; and the last person to find his place loses points for his team. The instructions, naturally, are written in shorthand; and two of the slips should tell the students to take the same seat, so that someone is certain to be left standing—and losing. Another variation calls for performance—drawing a picture on the blackboard, turning to a page in the shorthand book to read a certain paragraph, and so on.

Shorthand charades is another game that will make students concentrate on their shorthand. You're familiar with charades



for Christmas parties or any time shorthand students get together

in general—each team mutely dramatizes the title of some popular book or a movie or a song, while observers compete to identify the dramatization. In shorthand class, this same tableau technique can be used. The observers may dash to the blackboard and write the title in shorthand. Or, if the audience cannot solve the dramatization, clues may be written in shorthand on the blackboard, one every-so-many seconds, with deductions of scores for every word that must be written.

Telling what one wants for Christmas can stir up more shorthand enthusiasm. Again we have a team contest: Pick four or five teams of fairly equal shorthand ability and have all but one member of each team consult and prepare on the blackboard a list of, say, 20 things that members of the team would like to have for Christmas. The left-out member, who is going to be called on to read his teammates' list does not participate in the selection of the words. At the *go* signal, each reading contestant steps to the board and reads the objects desired by his teammates—while a member from each of the other committees stands by in the jury. The first shorthand reader to call the list correctly wins.

Even the familiar brief-form chart can be called on for another game. You select two teams, and pair the students. Each pair is assigned certain blocks of words on the brief-form chart. The teacher calls out, bingo-fashion, the number of a block (example: "Seventh column, fourth block") and the side whose member first calls out the correct word wins the point.

As the party nears its end, the seasonal character—Santa Claus, Easter Bunny—enters to distribute prizes. He ought to be a good student, for he must talk in shorthand. When he calls someone by name—still in shorthand—that person forfeits his prize (for the moment at least) if he does not respond at once. Such losers may retrieve their prizes, however, if they catch Santa in an error. How shorthand-conscious such a game makes the students!

The party comes to something of a climax when the students find their partners for refreshments. Each student is given a slip of paper containing *half* a brief form. He must find the other half of the same character before he is eligible for refreshments—and you'll be amazed at the mix-ups that occur when there are some leftover students who have not found their own partners and must inspect the paired slips of the other students.

Refreshments should carry the same shorthand motif to a happy conclusion. Cookies, for example, have "Merry Christmas" written on them in shorthand. Apples are tagged with slips containing holiday greetings. Doughnuts, each with a different shorthand greeting folded into the center hole, are clever; and guests enjoy comparing their messages. Students who wish second helpings must ask for them in shorthand.

No, we needn't let the other school departments tinkle with holiday merriment while the shorthand class grinds away at exercises. Our classes in shorthand should never be dull at any time—and least of all at Christmas!





December Transcription Builder-Uppers



Two sets of Christmasy letters and certificates of achievement—to brighten the before-holiday classes

Edited by CLAUDIA GARVEY

THERE are just two or three weeks until Christmas. If your students have already begun to find class periods dull, and if you wish a "change for the better," try using the Christmas letters in this month's transcription awards material. The B.E.W. gives you two sets of awards letters this month: one set on which your students can win Junior Certificates of Achievement and one set on which they can earn Senior Certificates of Achievement.

THE RULES FOR CERTIFICATION

1. *Administration.* Names and addresses may be written on the blackboard. Dictate the test materials at exactly 80 words a minute for the junior test and at 100 words a minute for the senior test. Transcription begins at once, without preliminary reading of notes or other helps.

2. *Timing.* Maximum time allowed for transcribing the test materials for the junior certificate is 24 minutes, including time for proofreading, use of dictionary, and correction of errors. Maximum time allowed for transcribing the test materials for the senior certificate is 27 minutes.

3. *Identification.* Each transcript should show these data, which should be added after the transcription is completed: student's name, school address, and teacher's name. The first letter of each set should also indicate the number of minutes the student used in making the transcripts. The group of transcripts should be summarized in a covering letter that indicates the names of the participants and the speeds of their transcription.

4. *Submission.* Send only the transcripts of the letters; send no carbon copies, envelopes, or shorthand notes. A 10-cent fee should accompany each transcript, to cover the cost of printing, mailing, and judging. Mail transcripts by first-class mail or express (not by parcel post) to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York. There is no dead line.

5. *Awards.* A Certificate of Achievement will be mailed to every student whose transcripts meet the standard of mailability. Disqualifying errors include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement.

PRETRANSCRIPTION TEACHING AIDS

1. SPELLING DRILL

ap-pro-pri-ate	pin-ing	mer-chan-dise
care-fully	pocket-book	de-nom-i-na-tion
Aunt Minnie	down-town	any-where
socks	guide	ac-com-pa-ny-ing
niece	shop-ping	cook-ies

2. GRAMMATICAL PITFALLS

Items in a Series. The items in a series of three or more elements are separated by commas. When the elements are separated by conjunctions, however, no commas are necessary. For example:

I have ordered pencils, pens, and ink from the stationer's.

I asked for pencils and pens and ink.

Abbreviations. The abbreviation *No.* is used before numerals only. At the beginning of a sentence, however, *number* is spelled out. The abbreviation is not used alone to stand for the word *number*. For example:

Policy No. 297747 is ready for filing.

Number 5 on the list is ready.

A large number of persons signed the petition.

The abbreviations *lb.* (pound) and *lbs.* (pounds) are used in tabulations and tables, but the words are spelled out in connected matter. For example:

This package weighs 2 pounds.

Official titles of honor and respect are capitalized when they precede proper names. For example:

Uncle John, Doctor Clarke, Professor Washburn

Pointers not based on rules:

For ease in reading and attractiveness in setup

of your letters, paragraph freely. You will find it advisable to make two or more paragraphs even in very short letters.

Avoid abbreviation of proper names.

Names of holidays and ecclesiastical days are capitalized. For example:

Labor Day, Day of Atonement

JUNIOR CERTIFICATE TEST

This test is to be dictated at 80 words a minute; the letters are counted in 15-second dictation units of 20 words. To be eligible for certification, mailable transcripts of the two test letters must be completed within 24 minutes—that sets the minimum transcription rate at 10 words a minute.

ADDRESSES. *Letter No. 1:* Mr. Peter Drake, 2 Landon Road, Woodstock, Oregon. *Letter No. 2:* Mr. Thomas Jeeves, 30 Rose Road, Linnton, Oregon.

Letter No. 1. Dear Mr. Drake: We want you to know about our Christmas gift baskets.

One assortment contains three jars of jelly, two pounds of salted nuts, a pound each of dates and figs, three pounds of our famous assorted chocolates, and five pounds of specially selected cookies. All the items are attractively packaged, and the complete assortment is/price at only \$10.

These baskets make a most attractive and welcome gift. Other assortments are (1) now available at \$5 to \$25. Cordially yours,

Letter No. 2. Dear Mr. Jeeves: We hope you haven't done a bit of your Christmas shopping yet, for we want to make the most practical of all suggestions.

You can save your time/and energy and be certain that your gifts will be highly welcome and sincerely appreciated.

The way/to do this is to give merchandise checks. They are available in any denomination and may be used (2) anywhere in our store.

The enclosed circular shows the special merchandise check and the accompanying/envelope issued at Christmas time. Use the convenient order form to tell us how many of each kind of check you would like to have. If you will mail this order right now, the special gift checks will reach you within three days. Cordially yours, (240 standard words, including addresses.)

SENIOR CERTIFICATE TEST

This three-letter test is to be dictated at 100 words a minute and is to be transcribed within 27 minutes (minimum rate: 15 w.a.m.). The

letters are counted in 15-second dictation units of 25 words.

ADDRESSES. *Letter No. 1:* Mrs. Anne Needham, 4 Day Street, Portland 2, Oregon. *Letter No. 2:* Mrs. Paul Sherman, 2 Sandy Road, Troutdale, Oregon. *Letter No. 3:* Mrs. Ross Wardman, 30 Oak Street, Parkrose, Oregon.

Letter No. 1. Dear Mrs. Needham: Sending gifts to distant points is always a major problem at Christmas time. Let us help you solve it by taking advantage/of our complete shipping service.

We will gift wrap any article purchased in our store and then carefully prepare it for shipment to/any point in the United States.

The only charge to you will be for the shipping costs, and our clerks will recommend the most economical/method of shipment that will insure delivery on or before Christmas Day.

Arrangements can be made in person; or, if you prefer, (1) you may telephone your orders and shipping instructions, and all costs will be charged to your account. Cordially yours,

Letter No. 2. Dear Mrs. Sherman: We are/enclosing a booklet that we feel sure you will find interesting and very practical. So many people have difficulty in/deciding what Christmas gifts would be the most appropriate that we have published a list of what people want but do not receive.

A poll was taken/early in the year by a national organization, and the results were carefully compiled according to age groups. In the older (2) group the items are more or less practical, but you will find that Aunt Minnie will appreciate perfume much more than she will a pair of/slippers. Your niece, however, might be pining for a really nice pair of skating socks.

Put this handy little booklet into your/pocketbook and come downtown now. You can finish your Christmas shopping today with this helpful little guide. Very truly yours,

Letter No. 3. Dear Mrs. Wardman: Christmas/is almost here, and we are quite sure that you still have a dozen or more gifts to purchase.

May we suggest that you take advantage of our (3) personal shopping service? Our staff of trained shoppers will carefully select the merchandise you indicate in the desired price range, and/the articles will be delivered to your home within two days.

Your Christmas shopping can be completed by the end of the week if you will/call today. We are certain you will be well pleased with every item chosen for you. Very truly yours, (400 standard words, including addresses.)

A book with
a formula:

"Successful Teaching"

TEACHERS are eternally in search of a "method" that makes teaching successful. The essence of the teacher's responsibility is in knowing what must be done "if his pupils are to learn well and are to achieve lasting, usable, and meaningful results." This is the crucial problem with which this month's recommended book, *Successful Teaching*, is chiefly concerned.

The author, Dr. James L. Mursell, of Teachers College, Columbia University, is well known to business educators for his work in the field of psychology applied to the building of skill, particularly in typewriting. Business teachers have long been impressed with his frequent articles on psychology applied to skill building, which have appeared in the B.E.W. Business teachers will want to read *Successful Teaching*, by this eminent authority, for in it he delves into the psychological principles that promote the conditions of good learning and underlie success in teaching. According to Doctor Mursell, he was looking for the bridge between our psychological knowledge and the practical teaching job. He found this bridge in a set of six principles.

That he has succeeded in writing a most readable book is a tribute to Doctor Mursell's skill with words (there isn't a picture, a chart, or a diagram) and to his ability to make the reader understand these principles. *Successful Teaching* is not a novel, of course, and you will not expect to be entertained. Rather, you may expect to gain a clearer insight and understanding into the job of teaching in terms of fundamental principles as bases for forming judgments, evaluating what you do, and indicating improvements. The book contains 338 pages—so the author presents no simple formula.

Doctor Mursell, in these words in the Preface, gives a brief review of his six principles:

The learner's mind must work in the right kind of context if he is to learn well. He must set up the right kind of focus. The right kind of social relationships will help him enormously. To some extent he must work in his own individual way. Each particular job of learning must be a part of a sequence of developing power and insight. The right kind of evaluation is essential, for the learner needs to know how he is getting along and other people need to know it too. These six principles—context, focalization, socialization, individualization, sequence, and evaluation—comprise the author's bridge between psychology and the classroom.

Successful teaching, then, is teaching that brings about effective learning; and effectiveness of learning is the ultimate criterion. Doctor Mursell shows how teaching must be managed in order to succeed. He would have us judge our teaching by our results:

Results that are lasting are evidently far more important and significant than those that are transitory. The teacher must deal with the pupil as a person who learns and his work must be judged by the results which come from such dealings.

In another respect, the author explains the problem as the organization of learning. Doctor Mursell prefers this definition of teaching to either the direction or the guidance of learning. You will be interested in his three applications—home study, class size, and teacher leadership—to show how well and realistically the conception of organization characterizes the working realities of teaching. Moreover, he will challenge your thinking with his five main points that schools must put into practice if we are to reorganize learning and so achieve the results desired:

1. There must be profound changes in the patterns of learning and teaching.



Each Month,

the B.E.W. presents for its readers a detailed review of a book selected by the book review editor as one of the ten best books for business educators to read. The absence last month of a review deluged us with inquiries, verified popularity of this feature.



Dr. Albert Fries,

book review editor, is director of Business Education at Northwestern University (Evanston, Illinois). An active professional leader, he is a member of the executive boards of both the NBTA and UBEA and has contributed widely to professional literature.

2. There must be profound changes in the motivation of learning.

3. There must be great changes in the social setting of learning.

4. There must be great changes in the chronological order in which topics and items are taken up and learned.

5. And along with these far-reaching changes in the organization of learning there must inevitably be changes in the content to be learned.

Throughout *Successful Teaching* the author gives numerous factual illustrations and examples to bring out his points. Many may be applied to the teaching of the business subjects. For example, the *New York Times* history exposé (showing that Americans were historically ignorant) is cited to illustrate the futility of meaningless learning. "A person strengthens his grasp of history when he has in mind some urgent problem, and proceeds to collect, collate, and winnow historical information and ideas bearing upon it," says Doctor Mursell.

Every teacher, in planning his work, should take this principle [context] into account and consider how best to apply it. Every teacher who thinks his work is not "getting across," and not yielding the sort of results for which he hopes, should ask himself, among other things, whether he is utilizing this principle as he should, for here may well be the cause of the trouble. And anyone who wishes to evaluate either an actual observed job or a described scheme of teaching should, among other things, explicitly consider to what extent and how it makes use of the principle of context, making it one criterion for judgment and appraisal.

When you have finished reading *Successful Teaching*, you will feel that you have been exposed again to your very best college professors —those who inspired you to look forward to working, as a teacher, with youth. You will also feel challenged to put into practice the six principles emphasized by Doctor Mursell as the bridge between our knowledge of psychology and your job of classroom teaching.

James Mursell,

whose book is reviewed this month, is a Columbia University psychologist whose writings about learning in skill subjects are familiar to business educators. *Successful Teaching* is published by McGraw-Hill, New York, 338 pages, 1946, \$3.

WHAT DO YOU KNOW ABOUT THE PRINCIPLES OF SUCCESSFUL TEACHING?

- | | |
|---|-------|
| 1. No learning could possibly go on in the abstract. | T F |
| 2. There is such a thing as learning without any context at all. | T F |
| 3. The real difficulties that stand in the way of a full application of the principle of context are practical rather than theoretical. | T F |
| 4. Context generates motive, focus mobilizes it. | T F |
| 5. It is unnecessary to organize learning units so that the learner will see interrelationships in what he is trying to learn. | T F |
| 6. What is known as lesson planning very often amounts to little more than laying out enough doings to fill the period. | T F |
| 7. A "democratic" classroom is a highly significant factor in the realistic organization of learning. | T F |
| 8. A teacher can function effectively as an organizer of learning regardless of his own qualities and characteristics. | T F |
| 9. The I. Q. remains virtually unchangeable during a person's whole life. | T F |
| 10. Without good sequence there cannot be good learning. | T F |
| 11. In typewriting, the learner moves very fast from concern for the separate letters to a wordwise and later a phrase-wise type of response. | T F |
| 12. If one looks at titles of courses in a curriculum, one can see a reason for their arrangement. | T F |
| 13. Evaluation is part and parcel of teaching. | T F |
| 14. The crucial test of all learning is transferability to a functional situation. | T F |
| 15. The conventional marking system is a scheme of evaluation which emphasizes nothing but results. | T F |

Answers, based on *Successful Teaching*, are given below. Numbers in parentheses are text page numbers.

- | | |
|----------------|-----------------|
| 1. True (79) | 9. False (194) |
| 2. False (98) | 10. True (234) |
| 3. True (113) | 11. True (241) |
| 4. True (122) | 12. False (251) |
| 5. False (125) | 13. True (264) |
| 6. True (154) | 14. True (271) |
| 7. True (163) | 15. True (282) |
| 8. False (181) | |

What Is Your V. Q.?

MARIE M. STEWART
Stonington High School
Stonington, Connecticut

A what-to-do-about-it approach to the vocabulary problem of today's high school student

SO FAR as I know, "V. Q." is a term of my own coinage. I am delighted to suggest this abbreviation as a worthy addition to the already amazingly cryptic language of education. We who are on the "inside" can obtain great satisfaction from tossing out carelessly some such remark as, "This is a difficult year for me. The average V. Q. of my classes is very low."

Of course, we shall know that we are talking about vocabulary quotient, but our listeners will be completely puzzled. On such a small, slender hook does the reputation of the erudite and the pseudoerudite frequently hang!

Need for Vocabulary Development

All joking aside, aren't you appalled at your pupils' lack of facility with words? Do you ever correct a set of papers and find only an occasional misspelled word? How many times are the right-hand margins of typewritten papers decorated with red pencil marks, because of incorrect division of words? Do members of your classes stumble over printed short-hand outlines whose meanings are clearly indicated by the context? Do they read short-hand plates like first graders reading from a primer? If so, they are suffering from vocabulary deficiency and have low V. Q.'s.

Those of us who are middle-aged can remember that in our elementary-school days we snickered at the boy or the girl who could not spell. For us there were no recreation centers. There were few motion-picture theaters. Our major leisure-time pursuit was reading. Through sheer force of circumstance, we built a rich vocabulary background. Today there seems to be little time or desire for reading. The place of books has been taken by the radio and the motion pictures.

If you wish to learn the modern concept of literature, ask how many in a particular class have *not* read *Alice in Wonderland*. Note

the forest of hands. Then ask how many have *not* read a comic book. See?

I am not whining for the "good old days," nor am I implying that the child of yesterday was superior to the child of today. Frankly, I prefer the modern youngster. I do say, however, that he has a general vocabulary weakness.

If you feel that you would like to do something about this very real and omnipresent problem, then you have made the first forward step. Upon you rests the sole responsibility for the success of any teaching program; so, let us talk about you. Remember that a teacher is a leader, and a leader shows the way.

What is *your* V. Q.? Are you curious about words? How much of your time do you spend in reading? Do you appreciate a well-turned phrase? Does beautifully written material give you pleasure comparable to that of listening to good music? Can you effortlessly call to tongue the specific word that is needed to convey the exact shade of meaning you desire? If your answer to this last question is in the affirmative, you are a better semanticist than I. The catch (for me) is in the word "effortlessly."

Motivation

You may be convinced of the worth-while-ness of a V. Q. project, but that is only the beginning. You must sell the customers, your pupils. I should like to suggest four avenues of stimulation, all based on the emotions:

1. *Power.* Because the desire for power is not very strongly developed in the average teen-ager, this motivation stimulus must be cleverly handled. Select various persons in our national, state, and community life who owe much of their influence to their ability to express themselves. Do not spend too much time talking about these persons, for they do not mean very much to pupils on the secondary-school level. Bring the power motif

into the realm of their understanding by asking them to decide who the leading members of their class are. Then show them that those who have the courage to stand on their feet and who can smoothly and forcefully string words together are the boys and girls who make their class policies. Sell the principle that words are power.

2. Enjoyment. A person who has a meager vocabulary does not obtain full enjoyment from life. Frequently the point of a joke is lost, some subtlety is missed. The presentation of this angle will not arouse your class to frenzied vocabulary effort. The pupils probably will not even see your point. It is necessary to mention this plank in your platform because there will be many opportunities later on for you to show the pupils where they would have achieved more pleasure had they known the meanings of certain words.

3. Fear of Failure. You know as well as I that one of the biggest fashions in education is testing. A large part of every test is outright vocabulary or depends on knowledge of word meanings for correct answers. Tests are given to applicants for all kinds of positions. Tell your pupils this.

4. Fear of Appearing Ridiculous. Here is your strongest motivation bet. Only a buffoon wants to be laughed at. Your class will be interested in analyzing with you the reasons why people are amused. You can guide them to see that a word wrongly used feeds the ego of those who know the right meaning, and mirth is the outward expression of an inner feeling of superiority.

What to Teach

Results will be better if you set up a plan of action. The words you assign each week represent your efforts to guide and help. They are, however, only a small part of the vocabulary-building program. The pupils must be on the lookout to see and hear new words, must be alert to recognize particularly apt usage.

Since they are going to listen to radio "whodunits" whether or not you approve, why not encourage them to jot down any unfamiliar words or expressions? Any comedy program should be a fertile field for appreciation of the ludicrous caused by mispronunciation or illogical treatment. It is also possible that their comic books may provide some

words that will send your pupils to a dictionary.

I think that a basic textbook is very necessary. We must be sure that the members of our classes learn the fundamentals, the words commonly used. Additional words to be studied will grow out of the school subjects and out of the experiences of the pupils.

Every business course has a specific vocabulary, and surely business students should be familiar with those terms. When correcting written work of any kind, have a vocabulary notebook at your elbow and write in it all misspelled and misused words; teach these words.

If a good job of motivation has been done, very early in the course someone will tell you of a word that was heard or seen during out-of-school hours. This is your big opportunity. Add the word to your list; and, when you present it, be sure to say, "This word was mentioned to me by Susie Brooks. She heard it on the Blank radio program last Wednesday evening." From this point on, your worry with regard to gathering material is over. A bigger problem will present itself: how in the world to find time to teach all that is given you.

How to Teach

If I were reading this article, just about now I should be saying to myself, "All right, all right, but how are you going to do it?" Well, let us start with philosophy and habits and then work toward basic procedure.

Incidental Teaching. I will not teach a room full of "stones." (A "stone" is the "drip" of a few years ago and the "dud" of my younger days.) In order that there may be no day-dreaming in class time, I tell my pupils very early in the course that I am trying to improve my vocabulary and that I should appreciate any help they can give me. So, at first they listen, if only to see whether they can attain the supreme satisfaction that goes with correcting the teacher.

I find that this device prevents both my pupils and me from reaching the humdrum stage. Teaching opportunities crop up at a rate that makes running a three-ring circus seem easy. With malice aforethought, I may say, "The boy who drags into the office in the morning as though he were being hauled to the guillotine is marked for failure." Usually, someone will want to know why I said he

were. Someone else will ask what a *guillotine* is. (If by chance they are taking a mental vacation, I ask them the questions.)

In class or out of class, my pupils must be prepared to explain the meaning of all words they use. Every shorthand lesson is also a vocabulary lesson. It takes only a very few uncomfortable experiences to teach them that the politic thing to do is to look up all unfamiliar words.

Some dull, rainy Friday in the early spring is the day that my Business English classes are taught to work crossword puzzles. Duplicated copies of a simple problem are distributed and solved co-operatively. Not all, but some, of the class will enjoy this form of relaxation to the extent that they will continue with it after they are graduated. I feel perfectly justified in using one period a year to teach something that may contribute, in however small a degree, to self-education.

Basic Procedure. On Monday morning, before school, twenty-five words are written on the board. The first thing I do is teach, really teach, the pupils to spell these words. This process takes about fifteen minutes of class time, and the rest of the period is devoted to the lesson planned for the day. Part of the assignment for Monday night is the pronunciation, spelling, syllabification, and meaning of the current word list.

A spelling test is the initial thing on the program for Tuesday. On the test all words must have one division, and typewriting rules are followed. The pupils must be ready for me when I enter the room—pencils ready, blank paper distributed, all other papers out of sight.

After the spelling test, there is a class discussion of definitions. Here is the high light of my week. I thoroughly enjoy this phase of the teaching.

One of the words might be *demurrage*. The dictionary definition is, "The holding of a freight car or vessel, by one who is loading or unloading it, beyond the time allowed for this purpose; also, the payment made for such delay." The mere recitation of the above is not enough to make this term a part of anyone's vocabulary. We consider the root word, *demur*. Then I forget my dignity long enough to show them the facial expression of a person who is demurring. We picture that expression on the face of the freight agent when we

have ignored for three days the notification of the arrival of our goods. By this time, the what and how of demurrage charge is clear.

Too, there is the close-your-eyes method. I ask the pupils to close their eyes and say the word *boulevard*. They then describe to me what they see. If we have time, we build a boulevard extending from the center of the town to the school. Many surprises and a few shocks await the teacher who uses this method.

If the English period comes just before lunch, the salivary glands can be made an effective teaching aid. Among the possibilities are: restaurant; oyster; serving; desert, dessert; illegible (menus); artificial (fruits); foreign (dishes); abundance (of food); urgency (of appetite).

Part of the assignment for Tuesday is the writing of sentences to illustrate the use of the words. It is important that the homework be corrected on the day it is submitted. The sentences will show where remedial work is needed; and it is vital that corrections be made immediately, before wrong concepts have had a chance to become fixed.

Evaluation

Almost every teacher evaluates the learning of the pupils, principally by testing. I should like to present my measurement angle, evaluating the teaching of the teacher.

Before I give a test, I look it over carefully to be sure that it represents a fair summary of the material I have tried to teach. Then I consider the mentality of the class. After this, I set a teaching grade for myself—80 per cent, 85 per cent, 90 per cent. When the test results are in, I average the marks and call that average my teaching grade.

Such a self-measurement scheme is definitely not conducive to in-the-rut existence. One day I feel on top of the world; the next, I am in the depths of discouragement. I am cut off from the excuse, "What a bunch of dumbbells I have to work with!" I know that, if a satisfactory amount of learning has not taken place, the dumbbell is the person who stands facing the class. I am always conscious of the fact that teachers expect too much of their pupils and too little of themselves.

I do know, however, that I am in there trying all the time, and I certainly have many interesting moments.

WHAT do we do with the profits (or losses!) of a business when we get ready to summarize? The answers, as shown in the accompanying diagrams, depend on the nature of the ownership of the business. Let's look at two types.

Sole Proprietorship

The procedure for recording individual-proprietorship transactions is the same as that for the corporation with the exception of capital accounts. Summarized into the Profit and Loss account are (1) Income account, (2) Cost account, and (3) Expense account. Then the balance is transferred (4) to the Proprietor's Capital account. The personal account, Proprietor's Drawing account, is then (5) closed to the Proprietor's Capital account.

In a proprietorship the business and the proprietor are one and the same. In a corporation the stockholder and the corporation are two distinct entities.

An alternative method may be followed in which the balance of the Profit and Loss Summary account is transferred to the Drawing account; the Drawing account is then closed to the Proprietor's Capital account.

Partnership

In a partnership the procedure for recording the transactions is the same as that for a corporation and for an individual proprietorship with the exception of capital accounts. Each partner has a Capital account and a Drawing (personal) account. Summarized into the Profit and Loss account are (1) Income account, (2) Cost account, and (3) Expense account. The balance is transferred (4) to the partner's Capital accounts according to the ratio stated in the articles of co-partnership. The partners' personal accounts, Drawing accounts, are then (5) closed into the Capital accounts.

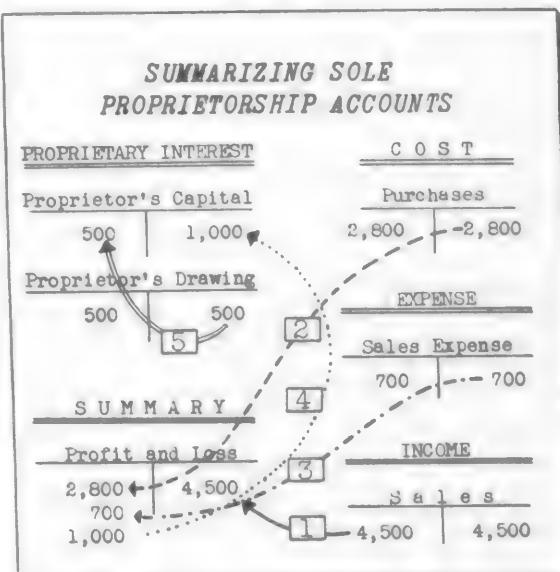
There are, of course, several types of partners and many ratios for computing the division of profits and losses.

An alternative method may be followed: The balance of the Profit and Loss Summary account may be transferred to the Drawing (personal) accounts, and the Drawing account balances are then closed to the proprietors' Capital accounts.

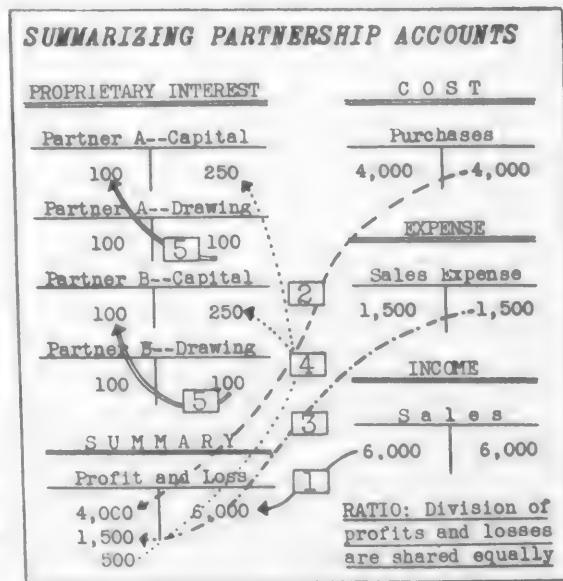
Summarizing Accounts

HOWARD A. ZACUR

University of Miami
Coral Gables, Florida



Accounting Cycle Chart No. 13



Accounting Cycle Chart No. 14

Any of Your Friends Listed Here?

Prize winners in the September bookkeeping contest are listed below, with the names of their teachers in italics. The BUSINESS EDUCATION WORLD has mailed a Certificate of Achievement to every student who submitted a satisfactory solution, and has mailed the prizes indicated below.

FIRST PRIZE (\$3)

Bob Thorson, St. Ansgar (Iowa) High, *Geraldine Priem*.

SECOND PRIZE (\$2)

A three-way tie: Helen Stefanick, Uxbridge (Massachusetts) High, *Mrs. G. E. McGilton*; Theresa Welter, Guardian Angel High, Chaska, Minnesota, *Sister Permin*; and Bernadine Cavanaugh, Plymouth (Pennsylvania) High, *May C. Bartello*.

HONORABLE MENTIONS (Special Certificates)

Special certificates of scholastic achievement, suitable for framing, have been issued to the following:

ALABAMA—Josephine Bowling, Blessed Sacrament Academy, Birmingham, *Sister M. Lucretia*. **ARIZONA**—Blanche Nelson, Pearce Union High, Elfrida, *Mrs. Elisabeth Muir*. **ARKANSAS**—Helen E. Decker, St. Paul High, Pocahontas, *Sister M. Amora*. **CALIFORNIA**—Lillian Kitagawa, Union High, Yuba City, *Reginald C. Estep*; Grace E. Hawes, Sawyer School of Business, Pasadena, *C. L. Pierson*.

CONNECTICUT—Phyllis Marchesseault, Plainfield High, Central Village, *Rose C. Baro*; Marilyn Cole, Canton High, Collinsville, *Lloyd Wheeler*. **ILLINOIS**—Dolores Synawiec, Holy Family Academy, Chicago, *Sister M. Pius*; Helene Majerczyk, St. Ann High, Chicago, *Sister M. Speciosa*; Marianne Monyak, St. Joseph's Orphanage, Lisle, *Sister M. Justina*; Betty M. Thart, The Mallinckrodt, Wilmette, *Sister Lawrentia*.

INDIANA—Charlotte Coons, High, Fortville, *H. Harris*; Phyllis Rush, High, North Salem, *Mrs. June Kloster*. **IOWA**—Madonna Ryan, St. Patrick's School, Perry, *Sister M. Mildred*; Elaine Frederickson, High, Bloomfield, *Vera Ritzinger*. **KANSAS**—Irene Lipp, Rural High, Park, *Sister M. Leo*; Bill Wyatt, High, Sterling, *Pearl Reeve*. **KENTUCKY**—Eleanor Taylor, Junior College, St. Catharine, *Sister M. Eugene*.

MAINE—Betty McNerney, High, Old Town, *Viola B. Curtis*; Mignonne Cote, Saint Andre High, Biddeford, *Sister M. Elise-de-la-Croix*. **MASSACHUSETTS**—Lorraine Beaulieu, St. Joseph High, Lawrence, *Sister St. Helen Marie*; Patricia McDonald, St. John High, North Cambridge, *Sister M. Joachim*, O.P. **MICHIGAN**—Alda M. Crowe, St. Paul School, Grosse Pointe, *Sister Rose Margaret*, O.P.; Alice J. Tumey, St. Mary School, Jackson, *Sister Lucy Ignatia*; Angeline Gioletto, Northern High, Flint, *Miss Liebe*; Mary Nelson, La Salle High, St. Ignace, *Helen P. Ackley*.

MINNESOTA—Doris Tauer, Holy Trinity High, New Ulm, *Sister M. Dionysia*; Grace Cunningham, Public High, Pipestone, *James J. Figge*. **MISSOURI**—

Betty Paden, Midway School, Stark City, *Mrs. Lydia Thomas*. **NEBRASKA**—Donna Sutton, County High, Chappell, *Gladys E. Hartwell*; Bonnie Campbell, High, Neligh, *Marguerite A. Means*.

NEW HAMPSHIRE—Anne Blanchette, Presentation of Mary Academy, Hudson, *Sister M. Francis de Laval*; Geraldine A. Trueman, High, Keene, *Muriel K. Cooke*.

NEW JERSEY—Mary Skirka, High, Bayonne, *Florance Rubenstein*; Harriet Weinberg, High, Hillside, *Mrs. Verna H. Farmer*; Sister Rosaria, St. Dominic Academy, Jersey City, *Sister M. Leonarda*.

NEW YORK—Constance M. Belfiglio, High, Middletown, *Helen G. Wear*; Beatrice Rescigno, Victory Business School, Mt. Vernon, *Sister M. Ricarda*, O.P.; Helen Harte, St. Vincent Ferrer, New York City, *Sister Rose Margaret*.

NORTH CAROLINA—Eugene Hurdle, County High School, Hertford, *Annie E. Garris*. **OHIO**—Janet Bowman, Mount Marie Academy, Canton, *Sister M. Borromeo*; Bobbie Smith, Garfield Heights High, Cleveland, *Anne L. Neville*. **OREGON**—Virginia Monson, High, Jefferson, *Mrs. Nellie Cornell*.

PENNSYLVANIA—Marie Bonner, St. Monica's School, Philadelphia, *Sister M. Antonina*; Rose Marie Curran, St. Edward High, Shamokin, *Sister M. Margaret James*. **RHODE ISLAND**—Jeanette DeCesare, Senior High, West Warwick, *James E. Miller*. **TEXAS**—Lieuenia McGee, Gulf Coast Business School, Sweetwater, *Don Fay Adams*. **VERMONT**—Violet Romano, Hartford High, White River Junction, *Jane Barton*.

WASHINGTON—Edith Toledo, St. Euphrasia School, Seattle, *Mrs. Ida Payzant*. **WEST VIRGINIA**—Mary DeFilippi, High, Weirton, *Ella Patience Harbourt*. **WISCONSIN**—Dolores Dolato, High, Marinette, *Mrs. Velva M. Sharer*; Elsie Heintz, High, Rib Lake; Lillian Peirick, High, Watertown, *H. B. Wills*; Nancy C. Zoeske, High, Waukesha, *Mrs. Piepenburg*.

ALASKA—Astrid Christensen, High, Ketchikan, *Irven S. Wenger*.

CANADA—Beverly Ann Caldwell, Holy Rosary Commercial School, St. Stephen, New Brunswick, *Sister M. Helena*; Helen Rosati, St. Joseph's Academy, Amherstburg, Ontario, *Sister M. Eulalie of Rome*; Mary Dometto, Cathedral Commercial School, Hamilton, Ontario, *Sister M. Angelica*; Maureen Smith, Junior-Senior High, Kamloops, British Columbia, *Vernor W. Jones*; Monica Dempsey, College of Our Lady of Mercy, St. John's, Newfoundland, *Sister M. Cecelia Agnes*.

CUBA—Margarita Rosado, American Dominican Academy, Havana, *Sister M. Stephen*.



December Bookkeeping Contest

"Tinnytots' Toyshop Posting Parade"
for seasonal sparkle in the bookkeeping class



MILTON BRIGGS, Editor

CLOSES JANUARY 14

HERE is the fourth contest in the 1947-1948 series of monthly problems designed to stimulate student interest in all bookkeeping classes and thus facilitate the work of the teacher. Solution of this contest problem will require not more than one or two class periods and will provide a welcome change from textbook routine. The problem may be assigned for homework, for extra credit, or for a club activity.

An impartial board of examiners in New York City will grade all papers submitted in this contest. Every student who sends in a satisfactory solution for the problem will receive a two-color Certificate of Achievement. THE BUSINESS EDUCATION WORLD will award cash prizes to the students who submit the best papers.

CONTEST RULES

Five simple rules govern each of the monthly contests:

1. **AWARDS.** First prize in each division, \$3; second prize, \$2. Honorable Mention, a Scholastic Achievement Certificate suitable for framing. Every satisfactory solution, a two-color Certificate of Achievement (pocket-sized).

2. **CLOSING DATE.** January 14, 1948. Send solutions (not less than 5) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before January 14.

3. **IDENTIFICATION.** Send a typed list in duplicate of the names of students whose papers are submitted. Place "A" after the name of each student who is to be awarded a Junior Certificate of Achievement, "B" to indicate a Senior Certificate, and "C" a Superior Certificate. (Certificates must be earned in order.) Have student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper.

4. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

5. **JUDGES.** Milton Briggs, Claudia Garvey, Alan C. Lloyd.

THE DECEMBER CONTEST

(Please read the following introductory paragraphs to your students:) In this contest problem, assume that you are employed after school hours and on Saturdays to help with the bookkeeping work for the TINYTOT'S TOYSHOP. You are asked to do any one, or all, of the first three steps in the bookkeeping cycle: journalize, post, and prepare a trial balance.

TINYTOT'S TOYSHOP, at this time of the year, is heavily stocked with all the playthings and books and games that help to make children happy. The store and office clerks work at top speed during the Christmas season, to meet the demands of a steady stream of shoppers.

Following is a list of transactions selected from those that occurred recently in this business. To earn a Junior Certificate of Achievement for your work in this contest, make entries in simple General Journal form for these transactions. Use both sides of regular bookkeeping paper, or plain white paper properly ruled, and pen and ink.

To earn a Senior Certificate of Achievement, journalize all the transactions and then post the entries to a general ledger. Use both side of your ledger paper and all available space. Number each account, and be sure to fill in posting references. Send only your ledger to New York; you need not submit your journal for the Senior Certificate.

To earn a Superior Certificate of Achievement, journalize and post and then prepare a trial balance. Use journal paper for the trial balance, or plain white paper properly ruled. Send only your trial balance to New York; you

need not send your journal or ledger for a Superior Certificate.

(Teachers: Dictate the following transactions to your students, or have the transactions duplicated or written on the blackboard.)

- 1 Purchased merchandise from the Merryland Novelty Company, Boston, \$205.65, terms on account 60 days.
- 5 Bought goods for cash from H. P. Goodhue & Son, \$75.90.
- 6 Cash sales to date totaled \$1,362.92.
- 9 Sold toys to the Rowanis Club for cash, \$94.35.
- 10 Returned merchandise to the Merryland Novelty Company, \$11.47. (Credit Purchases.)
- 11 Sold books and games on account to the Perkins Preprimary School, \$104.80. Sale No. 1354B.
- 12 Sent the Merryland Novelty Company a check for \$125 in part payment of amount due them.
- 15 Sent the Ralston Realty Corporation a check, \$150, in payment for store rent.
- 16 A cash customer returned unsatisfactory merchandise. Refunded the sales price, \$1.98. (Debit Sales.)
- 18 Purchased wrapping paper and boxes on account from the Pairpoint Corporation, \$39.60. (Debit Supplies.)
- 20 Perkins Preprimary School returned damaged merchandise. Credited their account, \$7.40. (Debit Sales.)
- 22 Sold merchandise, on account 30 days, to George E. Marsh, \$8.98. Sale No. 1864C.
- 24 Received a check from Perkins Preprimary School, \$50, in part payment of account.
- 26 Paid cash for stationery and office supplies, \$18.75. (Debit Supplies.)
- 27 Sent the Pairpoint Corporation a check for \$20.
- 31 Purchased a filing cabinet on account from the Merchants Supply Corporation, \$69. (Debit Equipment.)

TIPS FOR TEACHERS

In journalizing the preceding transactions, students may use account titles to which they are accustomed. The following titles are suggested, however, for use in preparing the solutions for this contest: Cash, Accounts Receivable (or individual accounts with customers), Supplies, Equipment, Accounts Payable (or individual accounts with creditors), Sales, Purchases, Rent Expense. The account titles shown in parentheses with the transactions may, or may not, be given to the students at the discretion of the teacher. The correct trial balance total is \$1,719.45.

The Technique

DONALD V. ALLGEIER
Ohio State University
Columbus, Ohio

ONE of the most difficult letters to write without alienating the reader is one that refuses a request or a demand. In this type of letter, tact is all important. A tactful, courteous letter may preserve a customer's friendship in spite of the fact that his request is refused or his complaint denied.

Many businessmen seem to feel that it is not important to keep the good will of customers who make outrageous demands. More careful thinkers, however, realize that the good will of every person who comes into contact with a firm is important. Each offended person is a center of contact, from which waves of distrust can spread outward for considerable distances. The firm that hopes to be really successful cannot afford to offend any person.

It would seem, then, that more attention should be given to writing letters of refusal that will not irritate or anger. If the man who dictates the letter does so while he is angry at a seemingly unreasonable request or complaint, he cannot be tactful. He should wait to write the letter until he has recovered his temper. The good writer never allows his loss of temper to affect his writing. Even though it goes against the grain, he must attempt to soothe the customer's ruffled feelings.

Positive Versus Negative

No matter what bad news the writer must convey, it can be presented so that the effect is softened. The letter should never begin with an abrupt statement of the fact that the request or complaint cannot be granted. There is almost always some aspect of the situation that is favorable to the reader. This should be stressed. Sometimes just the arrangement of the clauses of a sentence so that positive ideas precede negative ones may give a positive, rather than a negative, effect to the whole discussion.

of Saying "No"

Give Good News First

Any good news should be given first. It is usually better to give the reasons for a refusal before stating the refusal, itself. Courtesy is especially important in this type of letter.

As an example of a way to make a sentence positive, consider this sentence: "We're sorry we can't send you the booklet you requested as it is out of stock; but, if you'll write us again in a month or two, we may have it." An effective rearrangement will put the favorable side first and thus make the sentence more positive. The sentence will then read: "We'll be glad to send you the booklet you requested, just as soon as more copies are available. Won't you remind us by dropping us another card in a month or two? It will take us that long to replenish our supply."

Refusing Complaints

If the letter is a complaint letter stating, for example, that the merchandise delivered was not what was ordered, the same principle can apply. Instead of saying, abruptly, that the order blank shows that the goods *were* those ordered and that no adjustment can be made, the writer may first point out the good points of the merchandise actually sent and then, courteously, explain the situation, attempting to convince the reader that the firm has his interests in mind as well as its own.

If an adjustment is going to be made, there is certainly no justification for the letter writer's being grudging about it. Grudging concessions are worse than none. In effect the

writer is saying, "We don't think you deserve this and hate to give it to you; but here it is. Take it." Such an attitude will lose the good will of most customers. Such a situation offers a golden opportunity for building friendship toward the firm by a courteous, friendly letter, explaining the firm's interest in pleasing its customers and its pleasure in doing what was asked.

Show What Is Being Done

When a request must be refused, but something else can be offered instead, it is certainly better psychology to begin the letter with the good news rather than the bad. The unfavorable news must be given, but it should be subordinated. A letter will probably fail of its effect if it starts (as many do) by stating that the request is refused and finally, at the very end, mentions that something else is being sent or is being done for the reader. The reader may never get beyond the first paragraph. He finds that his request is refused and he throws the letter away. Good news should always come first.

Indicate Action

It is also important to show that some action is being taken, even if not exactly the type the reader wishes. The reader will like to know that something is being done. For instance, if there is to be a delay in filling an order, the order acknowledgment should not stress the delay. Rather, something should be said to the effect that everything is being done that can be done and that the order will be "rushed" to its recipient when ready.

Anyone who possesses a little knowledge of psychology and a certain amount of tact can write a business-saving refusal letter. The writer must put himself in the reader's place. Words that seem to put the reader in the wrong, or that reflect on his motives or intentions, must be avoided. Bluntness must give way to courtesy leading up to bad news. The favorable side of the picture must be put forward.

The technique of refusal is one that most letter writers have not mastered. As a result, much valuable business is lost through letters that offend. A little time and thought spent on refusal letters will make them much more effective and will greatly repay the business through increased good will.

Some Suggestions

FOR TEACHERS OF BUSINESS CORRESPONDENCE

1. Waves of distrust are caused by poor tact.
2. Refusal letters should not be written in anger.
3. Good news should be given before bad news.
4. Grudging concessions are worse than none.
5. Every writer must put himself in the reader's place.



Read these articles in shorthand in this month's Gregg Writer

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Mr. Pratt and the Christmas Spirit

WILLIAM HAZLETT UPSON

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"**I HATE CHRISTMAS,**" said Mr. Pratt, the village barber. He had just closed his little shop on Christmas Eve, and was walking home with Mr. Brookfield, the jovial president of the small local bank.

"What's the matter?" asked Mr. Brookfield.

"Nothing, except I have decided that this guy in the story was right—Scrubge, or whatever his name was. I'm just like him. I hate everything connected with Christmas—especially Christmas trees."

"But a tree is one of the most beautiful and charming features of Christmas," suggested Mr. Brookfield.

"That's what I thought myself—up till today," said Mr. Pratt, bitterly. "So when the Mrs. told me—right after breakfast this morning—that we ought to have a tree for Junior, I said, 'Sure.' And when she began twittering around to the effect that these trees you buy at the grocery stores are too old and dried-up, and it's much more romantic to go out into the woods and cut your own, I said, 'All right, I'll get one of those little spruce trees that I've noticed growing at the edge of the woodlot on the old Tweedy farm out west of the village.'"

"And did you?" asked Mr. Brookfield.

"Yes. First I called up my partner¹⁰ and told him I would be a little late getting to the barber shop. Then I got in the car, drove over to see¹¹ old Mrs. Tweedy at her home in the village, and asked for permission to cut a tree."

"Why did you think you had¹² to do that?"

"Well, I always aim to be honest, Mr. Brookfield. Of course I know Mrs. Tweedy hasn't lived out¹³ on the farm since her husband died five or six years ago. And I realize that she would never miss one little¹⁴ spruce tree. But I didn't want to take anything off anybody's property without permission. So I asked¹⁵ her, and she said it would be all right—only she wanted me to get a tree for her, too. So I said I would. Then she¹⁶ wanted to know if I would take her along so she could pick it out herself. I said I would be glad to do that¹⁷ also. And then right away she decided she would need two trees instead of one."

"Sort of raising her demands all¹⁸ the time?"

"Yes, it seemed every time I agreed to anything, she would ask for something more. And I was sucker¹⁹ enough to give in to her. You see, I had never had any dealings with old Mrs. Tweedy before; I didn't²⁰ know what a scheming old buzzard she was. And, besides, I thought I ought to be nice to her on account of its²¹ being the joyous Christmas-tide and all that sort of banana oil."

"Oh, come on," said Mr. Brookfield, deprecatingly.²² "What if the poor old lady did impose on your good nature? It didn't hurt you any, did it, to get²³ her a couple of Christmas trees?"

LISTEN," said Mr. Pratt, darkly, "you haven't heard the half of it. When we got out²⁴ to the farm, I cut myself a little four-foot spruce tree, and then she made me walk all over the place with her for²⁵ about an hour in the cold wind till we found a six-foot tree that suited her. And after I had sawed it off and²⁶ stowed it away in the back seat of the sedan along with mine, she sprung an entirely new one on me. She said²⁷ I would have to dig her second tree up by the roots."

"What was the idea of that?"

"She wanted it for an outdoor²⁸ Christmas tree in her front yard. And she wanted it planted in the ground, so it would be there each year all ready²⁹ for her to string electric lights on."

"I don't see how she could expect you to dig up a tree by the roots at this³⁰ time of year—with the ground frozen the way it is."

"That's what I told her, Mr. Brookfield. But she dragged me around and³¹ finally discovered a ten-foot spruce that was growing right at the edge of a swampy place where the ground was hardly³² frozen at all. So we made a trip back to town and got a shovel, and then I dug the tree up and put it³³ in the back of the car—getting mud and dirt all over the seat cushions—and took it to her house in the village."³⁴

"Well, I guess she really did impose on your good nature to some extent," admitted Mr. Brookfield.

"Yes, and³⁵ that isn't all," said Mr. Pratt. "As soon as I had dumped out that wretched tree onto

her lawn, and before I had³⁰ time to get away, she said, 'Wait a minute—you're going to plant it for me, aren't you?' And I said, 'I hadn't³¹ thought of that.' And she said, 'But you'll have to plant it; you certainly don't expect a feeble old woman like me to³² do it, do you?' So I told her she could hire somebody, and at that she almost burst into tears and said I didn't³³ realize how her income had been reduced since her husband's death, and it was a disgrace for a big strong man³⁴ like me to take advantage of a poor helpless widow by first promising to bring her a Christmas tree and then³⁵ preventing her from enjoying it by refusing to put it in the ground for her."

"So you finally gave in?"³⁶

"Yes. I didn't want to stir up a big fight, especially at Christmastime. So I promised to plant the tree."

"And³⁷ did you plant it?"

YES—and it turned out to be much worse even than I had expected. The old lady's front yard was³⁸ very different from that swamp. It was high and dry and frozen as hard as cast iron. Several times I³⁹ decided to quit, but old Mrs. Tweedy was always there to remind me that I had promised to do it. So, like⁴⁰ a fool, I kept on. I built a fire, and thawed out the earth for a couple of inches, then shoveled it out, built⁴¹ another fire, thawed the earth for another couple of inches, shoveled that out, and so on for the rest of the morning,⁴² and practically all of the afternoon. And after I had finally finished, and received nothing in⁴³ the way of thanks from Mrs. Tweedy, I started home in my car, which all this time had been standing out in the cold⁴⁴ wind in the Tweedy driveway. And then I discovered that the radiator had frozen up and busted. Apparently⁴⁵ most of the alcohol had boiled out since I put it in last fall, and I had forgotten to get any⁴⁶ more."

"That's too bad!" said Mr. Brookfield.

"It's ghastly," said Mr. Pratt. "I just took the car around to the garage to⁴⁷ be repaired. On the way back I stopped at the barber shop and found it was already closing time. So here I am⁴⁸ headed for home. And now you know what this foul Yuletide spirit has done for me. I've wasted a whole day. The inside⁴⁹ of my car is a mess of mud and dirt. The repairs on the radiator are going to cost fifteen dollars.⁵⁰ I'm sick, tired, lame, sore, and disgusted. And all I have to show for it is four large blisters on my hands, and a⁵¹ miserable little Christmas tree that would cost about twenty-five cents at the grocery store. So, if you can add⁵² anything to what I've told you that will make me change my mind about Christmas being nothing but a bunch of hokum,⁵³ you can just go ahead."

WELL," said Mr. Brookfield, "here we are at my front gate. But before I leave you I think⁵⁴ I really can add a little something to what you have told me. I agree with you that Mrs. Tweedy is⁵⁵ a disagreeable old fraud. She certainly played you for a sucker. But, after all, she is a human being.⁵⁶ And, in days to come, after you have forgotten your present resentment, you will be thankful the Christmas spirit⁵⁷ inspired you to act so

generously toward an unfortunate old woman."

"Baloney!" said Mr. Pratt.

"All⁵⁸ right," said Mr. Brookfield. "If you can't get any satisfaction out of your own good deeds, you can at least be thankful⁵⁹ the Christmas spirit has so inspired me that I am not going to have you put in jail."

"What do you mean?"

"I⁶⁰ mean that Mrs. Tweedy hasn't owned that farm out there for four or five years—and she knows it."

"Honestly? Are you sure?"⁶¹

"Certainly," said Mr. Brookfield. "The bank took over the property right after her husband died. So you are guilty⁶² of stealing three trees—one for yourself and two for Mrs. Tweedy. But, fortunately for you, even such cruel⁶³ people as bankers can be filled with the Christmas spirit of peace on earth, good will to men. So we want you and⁶⁴ Mrs. Tweedy to accept these trees with our compliments."

Mr. Brookfield passed up the walk, entered his house, and turned,⁶⁵ just before closing the door behind him, to wish his friend a hearty "Merry Christmas!" (1435)

New Things in the News

Reported in the Industrial Press Service of the National Association of Manufacturers

NEW ELEMENT TO ATTACK CANCER. Attacking the scourge of cancer on a new front, an Eastern manufacturer has sent to a New York hospital¹ the first commercial shipment of a new chemical element which will help medical men to study how² cancer grows.

The element, called an isotope, is known as Carbon 13. (54)

MECHANIZED FARM BENEFITS TOLD. A post-hole digger attached to the modern tractor can dig ten times as many holes a day as a human worker,¹ statisticians report, emphasizing the American farm's growing benefits from the Nation's² manufacturers.

Tractor wood saws are coming into ever wider use, and the mechanical cultivation and³ harvesting of cotton and sugar beets offer high economic rewards. (74)

MANY FACTORIES PLAN PRE-FABS FOR FARMS. More than seventy-five manufacturers are either in production or preparing for production on¹ ready-made buildings for hundreds of thousands of farms, as more and more farmers learn the economy and efficiency² of buying buildings already cut to measure.

Farmers can now buy a variety of ready-made metal³ barns, hog-farrowing houses, hen coops, etc., manufacturers say—and one president of a large⁴ steel concern believes "practically all structures on commercial farms will eventually be pre-fabricated."⁵

Industry holds that pre-fabs will become increasingly popular in rural areas because a farmer⁶ and his hired man who know the elements of carpentry can put up many of these structures themselves. (139)



These dictation materials are counted in units of 20 standard words.

"I Owe My Career to Losing a Leg"

MAJOR ALEXANDER P. de SEVERSKY

As condensed from the May, 1944, "Ladies' Home Journal"
in "The Reader's Digest" collection, "Getting the Most Out of Life"

Reprinted by special permission of the Curtis Publishing
Company, and The Reader's Digest

I OWE MY CAREER in large measure to the loss of my right leg in the first World War, for what seemed a black end was¹ in reality a bright new beginning.

In 1915, when I was in the Russian air force, I² volunteered on a bombing expedition against German warships in the Baltic. My plane was hit, and, as it³ landed on the water, the bombs still in my bomb rack exploded. I recall distinctly being hurled into the⁴ air and then sliding deep under water. Then I was on the surface, and I mustered strength to pull myself onto⁵ a protruding piece of wing. In a daze of excruciating pain, the impossible thought pounded through every⁶ aching nerve: At the age of twenty-one, I was crippled! My life was ended, even if I were saved.

A RUSSIAN⁷ destroyer picked me up, and I spent weary months in hospitals. But, as I attained skill in the use of crutches,⁸ learning even to vault chairs and tables with their aid, my despair receded. What remained was a challenge to⁹ everything that was strongest in my character. No matter how often physicians and colleagues assured me¹⁰ to the contrary, I knew that I would fly again. I knew, also, that things which were commonplace for other people¹¹ would now be haloed with ex-citement for me by reason of my handicap.

While still on crutches I returned¹² to war work, as Chief Naval Aircraft Inspector for the Petrograd District. Physically earth-bound, I found my¹³ creative imagination soaring. I became fascinated by the designing, engineering, and¹⁴ production sides of aviation. I began to add armament to planes in my charge, provided flexible¹⁵ installations for machine guns, and even foisted around with armor plate for flying boats—at that time a startling¹⁶ innovation.

As a direct result of my incapacity, in short, my mind was conquering a whole new world¹⁷ of interests. Until the crash, aviation had been for me a kind of superior sport. Now I became¹⁸ excitingly aware of the wonders of aerodynamics.

My desire to fly did not abate, however.¹⁹ In inspecting airplanes, I found ample opportunities to sit in cockpits for hours. Under the pretext of testing the controls, I was actually testing the strength and flexibility of my artificial leg.²⁰ One day I was sent down to a naval air station on the Black Sea to supervise the assembly of a batch²¹ of heavy flying-boat bombers. On arrival I found that a demonstration before high-ranking army and²² navy officers was scheduled. The morning of the big show, one of the airplanes gave an exhibition of stunting²³ that astounded the gold-braided digni-

taries. It spun, rolled and looped, dived and zoomed. Finally the craft landed.²⁴ Its pilot stepped out—the one-legged stranger from Petrograd.

In anger because I had taken the airplane up²⁵ without permission, the commanding officer of the station confined me to my quarters. However, the story²⁶ reached the ears of Czar Nicholas II, who restored me to full flying duty. Before the end of the war I²⁷ was in charge of the Naval Fighter Command of the Baltic Sea, with the rank of Commander—and with thirteen German²⁸ planes to my credit.

The fact that I had made a record despite my handicap meant additional glory²⁹ that I certainly didn't merit. Personally, I knew that much of my success in combat was achieved because³⁰ of that handicap. It had forced me to take precautions, to develop technical improvements and to³¹ undertake training which, had I possessed both my limbs, I would certainly have overlooked.

BECAUSE flying was somewhat³² more difficult for me, I was constantly studying aerodynamic phenomena and experimenting³³ with improvements of aviation gadgets. In order to reduce the load on my wooden leg, I invented³⁴ the balanced rudders which led to balanced ailerons. I designed retractable and droppable skis for flying³⁵ boats; they were adopted by the Russian navy, and subsequently improved designs were used by Sir Hubert³⁶ Wilkins in his Arctic flight. I also conceived a bomb sight which years later served as the basis for the first fully³⁷ automatic bomb sight.

After Russia stopped fighting, in 1917, I came to the United³⁸ States and offered my services to the U. S. Air Service, hoping to return to the front. But, because³⁹ of my artificial leg, I was given an engineering assignment, helping the War Department put⁴⁰ SE-5 fighter planes into production. Thus I came into ever closer contact with key figures in Uncle⁴¹ Sam's new air forces. Ultimately I organized the Seversky Aircraft Corporation (now the Republic⁴² Aviation Corporation) and built fighter planes for the U. S. Army. I have the supreme satisfaction⁴³ today, as an American, of knowing that a fighter plane born in my mind fought brilliantly for our country.⁴⁴

I DISCOVERED early that the hardest thing to overcome is not a physical disability but the⁴⁵ mental condition which it induces. The world, I found, has a way of taking a man pretty much at his own⁴⁶ rating. If he permits his loss to make him embarrassed and apologetic, he will draw embarrassment from⁴⁷ others. But if he gains his own

respect, the respect of those around him comes easily.

Year by year I regained⁶⁸ physical skills which I thought had been lost forever. Greater agility and power with my hands and arms became⁶⁹ my reward for the loss of a leg. I adjusted myself to the knowledge that I could not move as quickly⁷⁰ as others and that this put me at a disadvantage in some sports—tennis, for instance. But in golf, where control,⁷² balance, and coordination are more important than speed, I could match other people.

The job of relearning⁷³ how to skate and do fancy figures was not easy; but the pride in achievement, once the job was done, more than made⁷⁴ up for the effort. Swimming, curiously, is the easiest of physical exercises for a legless⁷⁵ person. For a swimmer minus one leg, weight is reduced more than total displacement in the water and buoyancy⁷⁶ is increased.

The awareness that others were noticing my physical condition, on the beach or on the⁷⁷ diving board, ceased to bother me. On the contrary—and that, too, is one of the marvels of human nature—I⁷⁸ developed a kind of inner pride about it. It was as if I had with me always the symbol of my⁷⁹ victory over difficulties.

Today, I feel it a solemn obligation to help those who are newly⁸⁰ handicapped. The best that I can do, usually, is to make them understand that life remains rich and exciting⁸¹ and fruitful despite a physical disability: that life has a wonderful, inscrutable way of "paying⁸² off" in other things for any physical limitations. I cannot resist the temptation to tell the⁸³ fathers and mothers and sweethearts of our boys disabled in the services that my own mother, who was in despair⁸⁴ when I was wounded, lived long enough to recognize that my "handicap" was in many respects a blessing⁸⁵ in disguise. (1302)

Four Levels in Human Relations

HAS it ever occurred to you that everyone you know has a certain well-defined mental attitude toward¹ you—that you are on one of four mental levels with every person you know?

Level No. 1—*The Closed Mind*:² This is the "doghouse" or dog-eat-dog level in which people think, "Nuts to you," or "Oh, yeah?"

No matter what you say,³ they're "agin" it. Their minds are closed to anything you suggest. Can you think of anyone like that?

Level No. 2—*The Open Mind*: This is the "show me" level in which people say, "What makes you think so?" These people will *listen*⁴ to what you have to say, but you've got to give them plenty of evidence, you've got to prove your point forty ways from⁵ Sunday before they'll do what you say. These people are "from Missouri."

Level No. 3—*Confidence*: These people⁶ have confidence in you. Their attitude toward you is cooperative and friendly. They are willing to do what⁷ you want, but they want to know the main reasons why, and they have "to make sense."

Level No. 4—*Belief*: This is the⁸ "anything you say is okay by me" level. These people do what you ask without question. They need no evidence,⁹ no proof. They *believe* in you.

It's easy to find out where you stand with anyone. You don't have to be a great¹¹ psychologist to discern what your position is. All you have to do is to *listen* to what the other person¹² says.

Next time you ask the boss for a raise, if he says, "I've had that in mind for some time, Wilson. I'll arrange an¹³ increase beginning next week," you can put your boss on Level No. 4—*Belief*. If he says, "You ought to be thankful¹⁴ you've got a job," check Level No. 1—*Closed Mind*.

Closed-minded people are the ones who worry us most.

In trying¹⁵ to open anyone's mind, it is well to remember that opposition closes a mind while agreement¹⁶ opens a mind. In fact, the key to opening anyone's mind is to take plenty of time to understand his point¹⁷ of view and to help him to be

• WILLIAM J. REILLY, Ph. D.
In "American Business," August, 1947

right. The main thing you accomplish when you start out by helping the other person¹⁸ to be right, is that you open your own mind and make an active effort to see the other person's side of the¹⁹ question. By doing so, you automatically open the other person's mind and inspire him to listen²⁰ to and hear your side of the question. (406)

A Glad Acceptance

(Junior O. C. A. Test for December)

Dear Benny:

I shall be there "with bells on," and a jollier vacation I know that I shall never have. How kind¹ of you to ask me! Dad will allow the dog to come, so I shall have him with me. What a lark it will be to take² him down to the brook for a plunge! It will be cold; but he is husky and can take it, I imagine.

What can I³ bring to you that your mother and dad will like? Candy, nuts, or—what do you suggest?

Ned (75)

Origin of the Christmas Tree

(December O.C.A. Membership Test and Contest Copy)

ST. WINFRID formed a habit of roaming the streets on nights when stars were bright. One time he came upon a crowd of¹ villagers worshipping an oak tree. Seizing an axe, he struck the tree a heavy blow; and it fell back, groaning as it² split apart.

Behind it stood a young fir tree, pointing a green spire toward the stars.

Letting the axe drop, he turned to the³ people and spoke: "This little fir tree, a brave young child of the forest, should be your holy tree tonight. It is a⁴ sign of endless life—for its leaves are ever green—and of peace—for of it your houses are built. Gather about it,⁵ not in the wild wood, but in the shelter of your homes." (109)



Your students can increase their skill by reading these materials

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Ten

Dear Mrs. McGee:

After a great deal of concentrated study of the blue prints for your residence now under¹ construction at the intersection of Grand and Paramount Streets, I find that you are correct in declaring² that the contractor had failed to provide for electric wiring in the interior of the basement. I cannot³ understand how my instructions could have been misinterpreted.

Mr. McNutt, the contractor, is an⁴ intelligent man who has done work for our concern for many years and has never overlooked anything before.⁵ So, I am inclined to suspect that the subcontractor, Mr. McNeil, who is in charge of the electrical⁶ part of the construction is to blame. Though an excellent electrician, once in a while he has been known to⁷ overlook some extremely important phase of the work, but because of the superior quality of his work,⁸ and also because of present-day circumstances, especially the labor shortage, Mr. McNutt has⁹ continued to enter into contracts with him for electric installations, even though he is a bit eccentric¹⁰ and guilty of an occasional oversight. In my opinion this is a short-sighted policy, which¹¹ will soon be corrected. Of course, I am instructing Mr. McNutt at once to make the necessary additions¹² as soon as possible.

I am certain you will find nothing defective in the wiring Mr. McNutt does¹³ install, and I trust that any delay due to this oversight will in no way be detrimental to your¹⁴ interests. Everything is being done that can be done to finish the work sooner than we contracted for. I¹⁵ shall personally superintend the remainder of the construction.

Yours very truly, (346)

Dear Mr. McIntosh:

Perhaps you have been inclined to join the Grand Book Club many times but, because of interfering¹ circumstances, have overlooked doing so. Therefore, we feel it will be worth while to make you the attractive² offer shown on the enclosed circular.

Do not postpone making your decision, for this exclusive offer is³ being made for a short time only.

Very truly yours, (70)

For Use with Chapter Eleven •

Dear Sir:

Your manuscript, "Fundamentals of Psychology," was received last week. I have read the manuscript¹ critically, and in all sincerity I wish to congratulate you on an artistic job, the equal of

which I have never seen. The simplicity of your style, the picturesque illustrations, and the scholarship you² have brought to this psychological study, are just the characteristics needed in mathematical and⁴ scientific articles.

When a man of your authority and international reputation can risk⁵ writing about the fundamental researches in his field in so enthusiastic and popular a manner,⁶ actually there is no good reason why eminent authorities in other technical fields cannot⁷ afford to describe their findings in the same dramatic fashion. With your permission I would like to send special⁸ Mimeographed copies of your article to members of the science faculties of the leading universities⁹ in the United States. We hope this publicity will result in a deluge of simply written and¹⁰ dramatically presented articles, as well as book-length manuscripts on the medical, physical,¹¹ chemical, and mathematical sciences. Even if it results in but three such manuscripts, I shall consider¹² our patient efforts well rewarded.

If you are in this vicinity at any time, we should like to have¹³ you come in.

Yours truly, (264)

Dear Mr. Frank:

We apologize for the dispute that occurred yesterday over the refusal of the cashier¹ to cash your check. We wish to assure you that he was merely following the regulations stipulated² by the board of directors. Because of the responsibilities they shoulder for the security of the³ bank's funds, the policy of the board of directors has always been a most conservative one. Upon reflection⁴ I am sure you will agree that the practical measures and regulations of the board of directors, though⁵ they may sometimes cause inconvenience, result in the security of every depositor's funds.

Yours very⁶ truly, (121)

For Use with Chapter Twelve

Dear Mr. Christian:

Will you please send us the names of the qualified delegates whom you have designated to¹ represent your section at the Fiftieth Anniversary meeting of the American Society² of Civil Engineers to be held at Constitution Hall. Of the five sections on the Pacific Coast, only³ Oregon and Washington have disappointed us by failing to notify our secretary punctually.⁴

There is, comparatively speaking, only a short time remaining before the Anniversary meeting⁵ of the Society takes place. Consequently, in order to avoid any delay, the national secretary⁶ would appreciate your sending this indispensable infor-

mation to our *Chicago headquarters*⁷ as soon as you possibly can.

We observe that last year four of the five Pacific Coast sections were represented⁸ at our meeting in New York; and because of the significance of this year's Golden Jubilee *Celebration*⁹ we would like to see a glorious turnout. Please don't disappoint us.

Hotel accommodations will, in all¹⁰ probability, be scarce because the *Democrats* will be holding a convention at the same time. The *Universal*¹¹ Hotel, I have been told, can still accommodate several members of the Society if they write¹² immediately for reservations.

Very truly yours, (215)

Dear Mrs. English:

I am afraid that your husband's testimony will be needed if we are to persuade the¹ jury to bring in a verdict in our favor. The plaintiff's attorney will, in all probability, attempt² to establish the fact that you were engaged in conversation with your personal secretary when the³ automobile struck you. Consequently, he will conclude that it was all your fault and that if you had exercised due⁴ care and not been negligent in observing your surroundings, you would never have been struck by the salesman's automobile.⁵ However, your husband's authoritative testimony will assist us in puncturing this argument.⁶

Your signature is required immediately on the affidavit accompanying this letter. Please⁷ sign and return it at once to our San Francisco office.

Sincerely yours, (156)

Transcription Practice

Dear Mr. Tucker:

Here is a book that will open your eyes to new opportunities for progress and profit through¹ a method of financing that gives you a more liberal, more flexible, and more dependable supply of² cash at low cost for working capital or any other sound business use.

This book shows you:

1. Actual case³ studies of the low cost of money under our financing plan, versus time loans.
2. Case histories of the growth⁴ and profits that manufacturers and wholesalers have realized through our plan.
3. How our plan frees you from⁵ interference with your management and from worries about renewals and periodic clean-ups of your loans.⁶

You have much to gain and nothing to lose by reading "The Better Financing Way." There is no cost or obligation.⁷ Just write to our nearest office for your free copy.

Cordially yours, (153)

Dear Mr. Dunlap:

Here is the "Dictionary of Insurance Terms" for which you asked. This Dictionary has been¹ prepared for the purpose of helping you to understand better the words and phrases commonly used in insurance² policies and practices. It is our hope that you will find it interesting and helpful. We will appreciate³ any comments from you which

might be helpful in making future editions of this Dictionary more⁴ valuable.

If there is anything in connection with your own casualty insurance (not life) that is⁵ not perfectly clear to you, we shall be glad to be of assistance in making it more understandable.⁶ If there are any particular coverages in which you may be interested at this time, we have enclosed⁷ a card which, if checked and returned, will bring you complete, understandable details at once.

We hope to be of⁸ further assistance and we shall appreciate an opportunity to demonstrate our insurance service.⁹ Our representative in your city is Mr. William Clayton of 6162 21st¹⁰ Avenue.

Very sincerely yours, (206)

Actual Business Letters

Keeping Customers Happy

Mr. Howard Lloyd, 3772 Spruce Street, Fort Worth 4, Texas. Dear Mr. Lloyd:

Thank you for telling¹ us that you have not as yet received the cleaning fluid you ordered a few weeks ago.

According to the² information available to us at present, this merchandise has been sent and should reach you in a few days.³ If the delivery has not been made within a week, let us know and we will trace the package further.

We are⁴ sorry that it was not possible to send the merchandise on schedule, as we know the delay must have caused you⁵ inconvenience and disappointment.

Sincerely yours, (113)

Mrs. Edith S. Dexter, 88 Davis Avenue, White Plains, New York. Dear Mrs. Dexter:

We are sorry¹ we are unable to fill your order without further information. We manufacture the No. 5061² Percolator with two different style handles and do not know which style you need. Both are shown in the³ attached drawing. Please tell us whether you want an "A" or a "B" handle. The price of each handle is seventy⁴-five cents. We shall be glad to fill your order, in this particular instance, direct from our factory, transportation⁵ charges prepaid, upon receipt of your remittance. Please send check or stamps. Do not send coin, as cash is⁶ easily lost in the mail.

When sending your remittance, please write on the back of this letter and use the enclosed self-addressed envelope that is provided for your convenience. If this suggestion is followed it will assure your⁷ letter's going immediately to the proper department and will thus enable us to make prompt shipment.

Very truly yours, (184)

Mrs. Cynthia Wright, 99 Quincy Street, Youngstown, Ohio. Dear Mrs. Wright:

In answer to your recent¹ request, we take pleasure in sending to you (enclosed) our leaflet, "The Care of Your Piano," and hope that the hints² given in it will be of help to you.

If you should care to avail yourself of his services for your piano,³ our representative in your city, Mr. John R. Parker, of 109 Capitol Street, will be happy⁴ to attend to your needs.

Sincerely yours, (88)

By Wits and Wags



THEY STOOD below the mistletoe
And knew not what to do,
For he stood there just four foot four
And she was six foot two.

• • •

TEACHER: If your mother is shopping and finds she has left her purse at home, she may ask the clerk to send the parcel c.o.d. What do these initials mean?

Bright Boy: Call on dad.

• • •

SOMETIMES a girl breaks a date by going out with him.

• • •

THE BENEVOLENT CITIZEN, while walking along Park Place, espied a little tot weeping, and said: "Now be a good boy and stop your crying."

The child replied: "I can't."

"But why can't you?"

"I can't."

"Well, here's a cent. Tell me why you can't be a good boy and stop crying."

"Cause I'm a girl."

• • •

ARTIST: Shall I paint you in a frock coat?

Mr. Nurich: Oh, don't make any fuss—just wear your smock.

• • •

TOMMY: Is it really lucky to have a black cat follow you?

Mr. Smith: Well, it all depends whether you are a man or a mouse.

• • •

FRIEND: And what gave you the idea of becoming a teacher?

Girl: I thought the blackboard would set my blonde hair off beautifully.

Who Owns American Corporations?

IN ANSWER to this question, a recent Associated Press story points out it is the people who own business,¹ rather than the vested interests, Wall Street, or the international bankers.

According to Associated Press, stockholders² of five big companies in representative fields total 1,684,868³—enough people to make the fourth largest city of the United States. If you were to combine⁴ the populations of Nevada, Wyoming, and Delaware, you would still not have as many people as⁵ own the American Telephone & Telegraph Company. Its seven hundred thousand stockholders would make⁶ a city the tenth largest in the country; and it has two hundred thousand more owners than it has workers.

The⁷ stockholders of the Pennsylvania Railroad, outnumber employees almost four to three. Stockholders live in⁸ every⁹ state of the union, average sixty shares per person.

Except for a brief period during the¹⁰ War, General Motors' stockholders have outnumbered employees for seventeen years.

Although sometimes large blocks of¹¹ stock are owned by other companies, these companies in turn have many stockholders.—From *American Business* (220)

Education

AN EDUCATED MAN is not one whose memory is trained to carry a few dates in history—he is one¹ who can accomplish things. A man who cannot think is not an educated man, however many college degrees² he may have acquired. Thinking is the hardest work anyone can do—which is probably the reason why we³ have so few thinkers. There are two extremes to be avoided; one is the attitude of contempt toward education,⁴ the other is the tragic snobbery of assuming that marching through an educational system is⁵ a sure cure for ignorance and mediocrity. You cannot learn in any school what the world is going to⁶ do next year, but you can learn some of the things which the world has tried to do in former years, and where it failed and where⁷ it succeeded. If education consisted in warning the young student away from some of the false theories⁸ on which men have tried to build, so that he may be saved the loss of time in finding out by bitter experience,⁹ its good would be unquestioned.—Henry Ford (188)

Words of Wisdom

TACT is the ability to give a person a shot in the arm without letting him feel the needle.

A clock-eyed secretary won't get ahead.

Dreams won't come true if you oversleep.

Some grow under responsibility. Others merely swell!—The National Secretary

State and City Supervisors of Business Education

[Since publishing the list of supervisors in the November issue, the following supplementary list of names has been received from B.E.W. readers. Please note that directors of vocational education and distributive education are included in addition to those specifically entitled as "Supervisor of Business Education."—Editor]

ALABAMA: Mr. R. E. Cammack, Director of Vocational Education, State Department of Education, Montgomery 4.

ARKANSAS: Mr. A. W. Ford, Supervisor of Distributive Education, State Department of Education, Little Rock.

CALIFORNIA: Mr. Ralph A. Wentz, Director of Business Education, Stockton City Schools, Stockton.

COLORADO: Mr. E. C. Comstock, Director of Vocational Education, State Department of Education, Denver 2.

CONNECTICUT: Mr. Emmett O'Brien, Director of Vocational Education, State Department of Education, Hartford.

DELAWARE: Mr. R. W. Heim, Director of Vocational Education, State Department of Education, Newark.

GEORGIA: Mr. M. D. Mobley, Director of Vocational Education, State Office Building, Atlanta 3.

IDAHO: Mr. William Kerr, Director of Vocational Education, State Department of Education, Boise.

ILLINOIS: Mr. E. J. Simon, Director of Vocational Education, State Department of Education, Springfield.

IOWA: Mr. L. W. Wood, Director of Vocational Education, State Department of Education, Des Moines 19.

KANSAS: Mr. C. M. Miller, Director of Vocational Education, State Department of Education, Topeka.

KENTUCKY: Mr. Watson Armstrong, Chief, Bureau of Vocational Education, State Department of Education, Frankfort.

MASSACHUSETTS: Mr. M. Norcross Stratton, Director of Vocational Education, State Department of Education, 200 Newbury Street, Boston 16.

MINNESOTA: Mr. Harry C. Schmid, Director of Vocational Education, State Department of Education, St. Paul 1.

MISSISSIPPI: Mr. H. E. Mauldin, Jr., Director of Vocational Education, State Department of Education, Jackson 106.

MONTANA: Mr. Ralph Kenck, Director of Vocational Education, Department of Education, Bozeman.

Mr. Truman Cheney, Supervisor of Distributive Education, State Department of Education, Helena.

NEBRASKA: Mr. G. F. Liebendorfer, Director of Vocational Education, State Department of Education, Lincoln 9.

NEW MEXICO: Mr. Lester Hitchens, Director of Vocational Education, State Department of Education, Santa Fe.

NORTH CAROLINA: Mr. J. Warren Smith, Director of Vocational Education, State Department of Education, Raleigh.

NORTH DAKOTA: Mr. O. M. Hager, Director of Business Education and Distributive Education, University Station, Grand Forks.

OHIO: Mr. Joseph R. Strobel, Director of Vocational Education, State Department of Education, Columbus 15.

OKLAHOMA: Mr. J. B. Perky, Director of Vocational Education, State Department of Education, Oklahoma City 5.

OREGON: Mr. Oscar I. Paulson, Director of Vocational Education, State Department of Education, Salem. Mr. E. R. Urdahl, Supervisor of Distributive Education, State Department of Education, Salem.

PENNSYLVANIA: Mr. Paul L. Cressman, Director of Vocational Education, State Department of Education, Harrisburg.

RHODE ISLAND: Mr. George H. Baldwin, Director of Vocational Education, State Department of Education, Providence 3.

TENNESSEE: Mr. G. E. Freeman, Director of Vocational Education, State Department of Education, Nashville 3.

UTAH: Mr. Robert A. Nelson, Supervisor of Business Education, State Department of Education, 221 State Capitol, Salt Lake City 1.

VIRGINIA: Mr. Dowell J. Howard, Director of Vocational Education, State Department of Education, Richmond 16.

WASHINGTON: Mr. H. G. Halstead, Director of Vocational Education, State Department of Education, Olympia.

WEST VIRGINIA: Mr. John M. Lowe, Director of Vocational Education, State Department of Education, Charleston 5.

WISCONSIN: Mr. C. L. Greiber, Director of Vocational Education, State Department of Education, Madison 2.

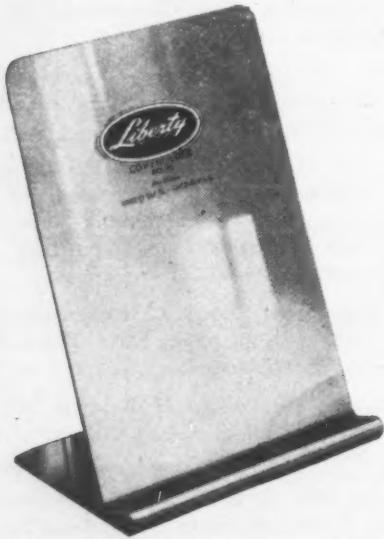
WYOMING: Mr. Sam Hitchcock, Director of Vocational Education, State Department of Education, Cheyenne.



ON THE LOOKOUT

A. A. BOWLE

17 A new Liberty Copyholder, shown below, is made of heavy-gauge metal. Simple in construction.



18 Monro-Matic, the latest calculator of the Monroe Calculating Machine Company, is on the market. Features claimed for this new product include everything automatic—multiplication, both positive and negative; decimalization; carriage shift; clearance; carriage positioning, etc. And that's pretty automatic!

A. A. Bowle

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The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

17, 18, 19, 20, 21, 22

Name

Address

19 A new sorting file made of metal and speedily assembled is made by Dorman-Rattner Corp. The full-height vertical plates are locked into position by lever arms that slip over the smaller fixed plates. A means of indexing is provided at the bottom of each section. The file comes in green, walnut, and grey baked enamel.

20 Noninflammable rubber cement made from real, natural rubber is just announced by the Louis Melind Company. The adhesive qualities are claimed to be superior to those of the prewar cements. The noninflammability is an important contribution. Available in 2½-ounce tubes and in larger-sized containers.

21 A new type of Desk Illuminator, based on the Polaroid principle of glare-elimination, is now being produced by the Mitchell Manufacturing Company. The new unit, it is announced, utilizes two standard fluorescent lamps as the light source, passing this light through a concealed Polaroid filter. The manufacturers claim that only the "vertical," useful rays are permitted to pass through the filter—these providing soft, even, and glareless illumination.

22 E. C. Heard Company, announces the Pres-To-Line copyholder as a new product. They claim that its compactness permits putting the device in the desk with the typewriter without removing the copyholder from its operating position. Complete adjustability is declared to eliminate glare and eyestrain and to provide maximum visibility of the copy in the machine. An adjustable line-finder scale is provided for making character counts and to aid in setting tabulation on the typewriter.

A touch selector for regulating the tension of the spacing lever to the personal touch of the operator, an easily accessible micromatic spacing adjustment, and a suede-finished base are claimed as features of the Pres-To-Line. The copyholder is available in seven sizes—12 to 36 inches.

I would also like to know more about:

- Gregg Writer contest (front cover)
- Hammond's Adjustable Typing Desk..... (page i)
- Burroughs' business machines..... (page ii)
- Gregg's General Record Keeping..... (page 191)
- Gregg's Consumer's Economic Life..... (page 195)
- Gregg's Essentials of Business Mathematics (back cover)
- Remington Rand's practice filing sets..... (back cover)